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## INTRODUCTION

First, I decided to study this Master of Education because I have always loved languages, especially the English language. I began my 'training' when I was 8 years old in a very good private academy and, from that moment, I knew my vocation was to be an English teacher. While I was studying the fourth year of my Translation and Interpreting degree at University, there was a teacher who saw my qualities and hired me as auxiliary teacher in her private English academy. It was a very enriching experience, but now I have realized that I did not conduct my teaching as properly as I should. Therefore, to study this Master has been an essential and necessary component to complete my education, as the teaching profession is what I am really interested in.

This "*Master's degree in Secondary School Education, Vocational Training and Languages*" is divided into two terms. In the first term we worked mainly with subjects of general nature, common to all specialties. They were taught in Spanish and they were "*Contexto de la Actividad Docente*", "*Interacción y Convivencia en el Aula*" and "*Procesos de Enseñanza – Aprendizaje*".

With the first subject mentioned we mainly learnt theoretical aspects such as the internal organization of schools, which are regulated by several official documents; the legal and institutional framework of Education; family and social contexts that influence the teaching practice, etc. With the subject "*Interacción y Convivencia en el Aula*" we learnt techniques and achieved the skills necessary to promote formative and stimulating coexistence in the classroom and, we learnt some guidelines on social psychology in order to guide students and to contribute to their development. Finally, with "*Procesos de Enseñanza—Aprendizaje*", we learnt important teaching theories on the students' learning process as well as how to enhance this process. We also learnt to promote, tutor and evaluate the students' learning process in a reflective, critical and informed way. All this contents were necessary in our training as future teachers.

Furthermore, there were two specialty subjects: "*Diseño Curricular de Lenguas Extranjeras*", in which we learnt how to plan, design and develop a complete didactic Year Plan for the English subject; and "*Fundamentos de Diseño Instruccional y Metodologías de Aprendizaje*", in which we learnt the different approaches to the teaching of languages. We also had the opportunity to explore a topic in detail. In my case, it was oriented to know the potential benefits of ICT's in teaching English as a Foreign Language.

As in the first term we only dealt with two specialty subjects, the second term was more motivating to me, since subjects such as "*La Comunicación Oral en Lengua Inglesa*", "*Evaluación e Innovación docente e investigación educativa en Inglés*" or "*Diseño, Organización y Desarrollo de Actividades para el Aprendizaje de Inglés*", provided us with the knowledge, training and competences required to an English teacher more specifically, in order to perform an appropriate educational practice in the future. For example, in the last subject mentioned, we learnt how to evaluate, adapt and develop materials

and tasks, how to critically analyze different roles of the teacher, how to plan and design learning units of work considering communicative principles, considering what objectives, contents, etc. must be included according to the students' level, according to the requirements and specifications of official documents such as the Aragonese Curriculum, etc.

One of the most relevant and interesting aspects of the Master were the Practicum periods. The Practicum I helped me to check that I was able to analyze the internal structure, regulation, operation, etc. of an educational institution as prestigious as the Escuela Oficial de Idiomas Nº 1.

However, the practicum II has been the best experience of the Master for me, with which I felt really integrated into the teaching profession. Firstly, I had the opportunity to observe techniques, methods, lessons' organization, etc. carried out by other English teachers. Secondly, I was able to put into practice all the knowledge acquired during the Master by implementing a complete learning unit of work designed by myself at one of the 'Specialization courses' offered by this Official Language School.

Finally, the Practicum III was also very useful and interesting, as my investigation was oriented to the current use of ICT's, focusing on the use of blogs and social networks in Official Language Schools. With this research project we investigated and evaluated the teaching process with regard to the integration of blogs or social networks in the English classroom, and we also innovated in this area by determining the elements these web pages should contain, establishing an informed basis for current language teachers. Thus, we realize the importance of incorporating ICT in the English classroom.

Therefore, studying this Master's degree has been really a wise decision in my life as it has helped me to broaden my knowledge of the field of Education not only in a theoretical but also in a practical way.

To conclude, this final project carries out a critical analysis of two projects which I have developed during the Master and which I consider to be the most important ones: a complete Year Plan for 4<sup>th</sup> grade of Secondary Education and a Learning Unit designed for one of the specialization courses offered by the Escuela Oficial de Idiomas Nº1. Therefore, I have added them as appendixes of this document.

## JUSTIFICATION

In this Chapter I present the reasons why I have chosen the aforementioned projects: the Didactic Year Plan from a subject of the first term, "*Diseño Curricular de Lenguas Extranjeras*", and the Learning Unit from a subject of the second term, "*Diseño, Organización y Desarrollo de Actividades para el Aprendizaje de Inglés*", which I implemented during the Practicum II at the Official Language School N°1, located in Zaragoza.

First, I have chosen these projects because I think they are the most important projects I have done in this Master as I consider they are the most useful to me before starting my English teaching practice.

One of the main reasons why I chose these two activities is the close relationship that binds them. In each school, although there are several important documents such as the '*Documento de Organización de Centro*', there is a more specific document focused directly to the content of each subject, known as Didactic Year Plan or syllabus. There is a different syllabus for each subject. Therein are organized the objectives, content, evaluation criteria, etc. of the course in general terms. However, these elements are also organized in a more specific and detailed way by the sequence of didactic units. As when designing the Year Plan in the first term the didactic units were drafted in a very general way without delving into the lesson plans, to have the opportunity to design and implement a learning unit of work, even in a prestigious center such as the Escuela Oficial de Idiomas N° 1 of Zaragoza, was a very enriching experience for me.

Even though the Year Plan has many things which could have been done better, the teaching unit is really well designed and thus, by the analysis and reflection on the competences and knowledge acquire through the elaboration of these two activities it can be reflected what I have really learnt during the Master.

Now, regarding the Year Plan, I am going to explain the main reasons why I chose it:

To design this project was challenging to me because, as we were at the beginning of the Master, I had little previous knowledge on the field of Education. Thus, I had no prior experience in setting the 'objectives', 'contents', 'key competences', 'teaching methods' and 'assessment criteria' for a specific classroom, not only for the whole syllabus but also for each learning unit, and they are basic aspects established by important official documents such as the Aragonese Curriculum or the Ley Orgánica 2/2006, de 3 de mayo, de Educación (Spanish Institutional Act 2/2006, May 3, of Education). In addition, considering the way in which the Didactic Year Plan is presented, it can be interpreted as if it was written with a bit outdated perspective in relation to the way of educating students; for example, by the use of unsuitable words such as 'to indoctrinate' instead of 'to educate'.

For this reason, now that I have a more global and coherent perspective of those contents appearing on official documents such as the aforesaid, I can analyze my work critically identifying those errors that I would not make nowadays because we, as teachers, must reflect on our work in order to improve the teaching and learning process.

Finally, there is something I would like to comment on regarding the Year Plan. Since it was a difficult task, taking into account that many of the students of the Master had little knowledge in the field of Education, we were required to design such an important project in groups. In our case, none of the members of the group had prior knowledge in the field of Education, that is, none of us had a Primary Education Degree. Nevertheless, group work requires certain skills that, at that moment, we had not yet achieved. Thus, during the preparation of the Didactic Year Plan each member of the group had different ideas, and although we empathize very well, the result was not as expected.

As for the reasons why I chose the Learning Unit of work, they are the following:

First, I consider it is one of the most important projects of the Master as it is essential for teachers to know what they will teach to their students and how to organize, relate, etc. that information to be consistent and effective in the teaching and learning process.

Moreover, I had the great opportunity to implement the major part of my learning unit so I checked that all the activities worked perfectly. Although I realized that there are some aspects which I could improve such as classroom management when carrying out debates or role-plays, I am very happy with the final result: the lessons were fun, the students met all the objectives, the timing was well adjusted, the tasks were all connected, etc.

Finally, it must be said that the Year Plan (designed in the first term) was aimed at students of fourth year of Compulsory Secondary Education, while the learning unit (designed in the second term) was aimed at advanced students of a specialization course called '*Curso Superior de Inglés*' offered by the Official Language School. Therefore, as in the Master we barely worked with activities, materials, etc. aimed at students with such a high level, it was an even bigger challenge for me.

## CRITICAL REFLECTION OF THE ACTIVITIES

### 1. LEARNING OUTCOMES

In this section I will analyze and reflect on the knowledge and competences I acquired by designing in group a complete Didactic Year Plan for students of 4<sup>th</sup> year of Compulsory Secondary Education and a complete Learning Unit of Work called "Crime: It's a jungle out there", individually, for the 'Curso Superior de Inglés-II' offer by the 'Escuela Oficial de Idiomas N°1', conceived as a Specialization Course for the acquisition and improvement of the students' language skills at C1 level of the Council of Europe, defined as 'Effective Operational Proficiency' by the Common European Framework of Reference for Languages (CEFR).

### 2. DIDACTIC YEAR PLAN

#### Definition

To design a didactic year plan for the subject "*Diseño Curricular de Lenguas Extranjeras*" during the first term was one of the most difficult activities I carried out in this Master. As I said before, I studied Translation and Interpreting at the University, so I arrived at this Master having little knowledge of the field of Education. However, as the teaching profession is what I have been always interested in, I was conscious that knowing how to design didactic year plans according to the context, students, etc. is one of the most important things teachers must be aware of.

I would first like to explain what a 'year plan' or 'syllabus' is. Etymologically syllabus means a 'label' or 'table of contents'. Wilkins (1981, p.83) pointed out that:

"syllabuses are a specification of the contents of language teaching which have been submitted to some degree of structuring or ordering, with the aim of making teaching and learning a more effective process".

Other definitions of syllabus could be listed and dealt with in similar ways. For example, Candlin (1984, p.30) said that:

"syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners. They have, traditionally, the mark of authority. They are concerned with the achievement of ends, often, though not always, associated with the pursuance of particular means."



So far, there have been several approaches to syllabus design within literature. White (1988), established two different types of syllabuses: Type A syllabuses are concerned with what should be learned; without considering who the learners may be or how languages are acquired, they determine a series of objectives and they 'pre-package' the language by dividing it into small, discrete units. Type B syllabuses on the contrary, are concerned with how the language to be learned and how this language is integrated with learners' experiences; the different elements of the syllabus emerge from a process of negotiation between learners and teachers; they are oriented toward the process.

In this case, the Year Plan was designed according to Type B syllabuses although it shares some characteristics of Type A syllabuses, such as the definition of the objectives at the beginning. By defining it in a more concrete way, we designed a syllabus based on tasks. 'Task-based language learning' has appeared as a kind of sub-variant of the communicative curriculum with a special focus, however, on learners' actions and processes in the classroom.

### **Training period before developing the Didactic Year Plan**

The most useful and helpful subjects for me when getting prepared to develop a Didactic Year Plan were: "*Diseño Curricular de Lenguas Extranjeras*" and "*Fundamentos de Diseño Instruccional*". They both gave me the tools and theoretical elements required to transform the official curriculum into a coherent program of working activities in the English classroom. However, I had to make a great effort when organizing in my head the knowledge received within the subjects mentioned, since none of them offered me a clear basis on the contents taught. Instead, certain knowledge on the field of Education was given for granted.

The first step we followed as part of such 'preparation' was to perform several activities oriented to analyze the different methods, approaches, etc. used in language teaching and the relentless search for better ways to teach languages, since it has never been as intense as today. So, one of the first activities we performed and which I considered very important was to determine those 'key principles' we considered essential to guide our future teaching. I had this activity into account when carrying out the year plan. However, now that I have a more global view of the whole teaching and learning process and, that I have the ability to design a more coherent well-structured year plan for an English course I realized that I had some misconceptions and confusing beliefs on this topic.

Some of the main principles I considered essential for my teaching practice at the beginning of the Master were '*to keep the students involved*', '*to teach all four language skills*' and '*to teach simple structures before complex ones*'. Although I was not misguided, the statement '*to teach simple structures before complex ones*' is a reflection of old prejudices and beliefs that I had before studying this Master, as a result of the way in which I have been taught English during all my life, which was based on former teaching practices. Therefore, although I disagree with some of the ideas of Krashen, it is important to take into account his words when he comes to say that "the language features that



are easiest to state (and thus to learn) are not necessarily the first to be acquired” (Lightbown and Spada, 2006, p.36). Teachers must present students real communicative situations which prepare students for the real life or, in other words, “classroom tasks must equip students with the skills necessary for communication in real contexts” (Brown, 2007, p.46). This way, the goal is to use the language with specific purposes by introducing to students different relevant topics according to their needs and interests.

## **Critical analysis and reflection on the Didactic Year Plan**

Although we were identifying, analyzing and reflecting on different language teaching approaches and methodologies, as well as learning a wide range of techniques and activities to use in the classroom, we did not receive a clear basis on how to develop a didactic year plan. The main objective of this was that students did not follow a model already established, but to encourage us to design the project from scratch. We, as teachers, “need to know, with a reasonable degree of certainty, which features of method A, which features of method B, etc. can be combined, how, for what reason and with what result [...] taking into account the particularity of a given learning-teaching context” (Kumaravadivelu, 2012, p.3). That is, we need to be aware of the students’ knowledge degree, of their characteristics and needs, etc. in order to establish those competences we want them to achieve, in what way, by what means, with what purposes, etc. if we want our teaching practice to be successful.

Then, what I learnt by designing a year plan for an English course was something that Kumaravadivelu (1994) calls ‘teacher autonomy’. This is one of the main characteristics of the *post-method condition*, which means “a search for an alternative to method” and not “an alternative method”, as Kumaravadivelu clearly explains. The post-method condition recognizes the teacher’s potential to know not only how to teach but also know how to act autonomously within the academic and administrative constraints imposed by institutions, curricula... (Kumaravadivelu, 1994).

The first thing we made when designing the Year Plan was to contextualize it by presenting the official documents taken into account during its elaboration. Then, we established the school setting, that is, the socio-cultural context, characteristics of the schools and students’ characteristics and needs. Despite being the first time we realized this task, the result was quite good since the contextualization was clearly presented. It is very important to analyze the context before start developing a Year Plan. Instead of viewing language as something exclusively internal to the learner, Halliday views it as a means of functioning in society (Halliday, 1973, in Kumaravadivelu, 2006, p.8). This way, if we assume what the specific context is, we could perform a more effective teaching.

The following step was to reflect the key competences, that is, the cognitive, procedural and attitudinal skills that the students of forth year of Compulsory Secondary Education should have achieved after dealing with the contents included in this Year Plan, which were also well presented.

Then, regarding the national and autonomous official documents which regulate our Educational System, when elaborating the Year Plan we considered the following legal provisions:

- Spanish Institutional Act 2/2006, of May 3, of Education, as it regulates the current Spanish educational system;
- Royal Decree 1631/2006, of December 29, which establishes the minimum educational standard in Compulsory Secondary Education statewide (as our year plan was oriented to students of 4<sup>th</sup> year of Compulsory Secondary Education); and
- Order May 9, 2007, which establishes the Secondary Education Curriculum for Schools in the Autonomous Community of Aragón (as our year plan was designed for a specific classroom of a school located in the city of Zaragoza).

Although the Practicum I helped me a lot to understand the function of the different documents I had to take into account, the main aspects they contain, etc., I found that the specifications these laws and regulations provide are minimum. These documents, as House (2011, p.69) states “leave plenty of room for teachers to develop their own topics and themes, and allow them to place the emphasis on skills and procedures according to their own pedagogical principles, and, importantly, the particular features and characteristics of their teaching environment”. Again, due to our lack of experience, we misunderstood this freedom, by assuming that we were dealing with a tightly organized set of instructions which conditioned the contents of our lessons. Therefore, the contents and general objectives of this year plan were not determined as concretely as they should, as we can see in the example below:

- Objective: *To appreciate the foreign language as an access tool to information and as a tool for learning different contents.*

If we take a look at the objectives established in the Aragonese curriculum for Foreign Languages (page 203), we found that this objective is quite as the original.

In the same way, the methodological guidelines were drafted in very general way, with no specific reference to the teaching of the subject. Nevertheless, the way in which the activities were designed and distributed (general, motivating, reinforcement, complementary and extracurricular activities) was explained in detail, as from the very beginning of the Master I learnt that it is very important to meet the student's needs by accommodating and modifying activities for diverse learners. In case of those students having learning difficulties, for example, the possibility of highlighting certain ideas, clarifying difficult concepts, etc. can have many benefits. I consider it is a good method to use in a classroom composed of students with problems regarding reading comprehension and information processing skills. The teacher would gradually reduce the presence of these exercises in the classroom encouraging students'

independent work gradually, which can be developed over a period of time as extensive as one academic year.

There is something to be commented on the methodological guidelines' section of the Year Plan: although we designed the Year Plan by taking into consideration the students' previous knowledge, reference is only made to grammatical constructions, disregarding language skills in terms of processes or abilities the learner already has. And, as Gattegno wrote, "Learning is not seen as the means of accumulating knowledge but as the means of becoming a more proficient learner in whatever one is engaged in" (1972, p.89). This way, it should have been taken into account whether students, at the beginning of the course, were able 'to speak fluently', 'to understand oral texts', 'to be able to produce written texts', and so on.

Moreover, from a functional view "language is a vehicle for the expression of functional meaning". This functional view of language leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar. Wilkins's Notional Syllabuses (1976) is an attempt to spell out the implications of this view of language, since they include grammar and lexis but also specify the topics, notions, and concepts the learner needs to communicate about (Richards and Rodgers, 1987, p.17). So grammar is also important. As Noonan (2004, p.1) states,

"Explicit grammar knowledge can foster the acquisition of implicit knowledge through noticing. Teachers can draw students' attention to certain language features of input through explicit instruction, increasing the frequency and perceptual salience of the structure, and/or designing tasks that require the students to notice a structure to complete it".

We also had problems when thinking out the evaluation criteria and they do not match exactly the general objectives set at the beginning of the Year Plan. The reason for that error was that, despite having studied in general terms (within the subject of "*Procesos de Enseñanza - Aprendizaje*") the characteristics of the different types of evaluation that are currently applied, in the first term I still had many doubts about this topic. It was not until the second term with subjects such as "*Diseño, organización y Desarrollo de Actividades para el aprendizaje de Inglés*" or "*Evaluación, Innovación docente e Investigación educativa en Inglés*" when I really learned how important it is to clearly define the evaluation criteria if we want our teaching to be effective.

The first thing was to understand the term 'evaluation', since it is a complex concept that includes different aspects. According to Stufflebeam, for example (1985, p.3) "Evaluation is the systematic assessment of the worth or merit of some object". He also expresses that "an evaluation process is an ongoing check on the implementation of a plan" (Stufflebeam, 1985, p.174). However, according to my experience one thing is clear: an effective evaluation is always the one which clearly defines the learning goals for later on provide a clear and accurate feedback. Furthermore, it must be noticed that although the terms assessment and evaluation are often used interchangeably, actually they are two parts of the same process. As I learnt in the subject of "*Evaluación e Innovación docente e investigación educativa en Inglés*", while assessment is

the process of gathering evidence of what the student can do; evaluation is the process that follows this collection of data, including analysis and reflection, as well as decisions based on the data. Thus, I have realized that without an effective evaluation program (evaluation of teachers, students, material used, process followed, timing, etc.) it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs.

Regarding the learning units of work included in the didactic year plan and, although I consider them really motivating, there are also some things that can be improved. First, I think that the learning units are motivating for the students, according to their age, because they deal with topics such as friends relationships, love, sports, etc. which are topics that really interest them, but also deal with important things of life they also should learn, such as world hunger or the news. Furthermore, these topics are presented to students through funny exercises, songs, games, etc. However, most of the learning units are not clearly linked between them. That is why the Didactic Year Plan has no title and this is something important to take into consideration. For example, the second learning unit on 'Night Monsters' is not related or linked to the following one about 'The Olympic Games'. However, each learning unit deals with very interesting topics which could have been perfectly related (in that case, some activities should have been changed or modified in order to introduce others that can establish strong and clear links between learning units). In that case, the whole Year Plan could have been titled, for example, '*A small world in my classroom*', or something similar. To set a central topic is mainly a matter of students' motivation and, "with motivation being as important a factor in learning success [...], teacher skills in motivating learners should be seen as central to teaching effectiveness" (Zolt'n Dörnyei, 1998, p.130). Therefore, it is important to focus the plan year on a central topic and to design the different learning units of work in relation to that topic. Nevertheless, and depending on each context, "yielding control over the topic is a way of tapping learners' intrinsic motivation, of ensuring an appropriate level of linguistic input, and of stimulating extensive and complex production on the part of the learner" ([Ellis, 1992] in B. Kumaravadivelu, 1994).

Regarding the specific objectives of the different learning units, it was a beginner mistake not to classify them into separate sections by making a distinction between 'learning objectives' (what the students are expected to achieve) on one hand, and 'teaching objectives' (what the teacher is expected to achieve) on the other. For example, in the initial learning unit (Unit 0), the following two objectives were located in the same section:

- *To deduce the meaning of certain words by the context in the song.*
- *To make students be conscious of their progress, using other songs with similar characteristics to 'Let's Get Started' so they will realize that they are able to understand more vocabulary than before.*

Thus, it is important to make a distinction between what the students and the teacher must achieve in each learning unit. Students must know what they are required and for what purposes if we, as teachers, want our teaching to be

effective. That is, “students respond best when they know where they are going in a lesson and how they are going to get there” (Bult, 2006, p.34).

In relation to the objectives, it is also relevant to mention that one of the objectives of the fifth learning unit is focused on translation techniques, although ‘to translate’ is not included in the Aragonese Curriculum as an objective for Secondary Education. That is a consequence of the impassioned rejection of grammar-translation methods used in the nineteenth century, as most teachers see translation as an unrealistic and, therefore, useless task. Nevertheless, in recent years some researchers as for example Carreres, A. from the University of Cambridge, have been analyzing the possibilities of translation taking into very account its limitations (for example, creativity is more restricted when translating):

“It is true that translation as taught in the traditional method was wholly unsuited to the average learner without erudite or literary leanings. However, there is no reason why translation should be restricted to literary passages and it certainly can be taught in more stimulating ways than has traditionally been the case” (Carreres, 2006, p.7).

“Of course, our expectations of the learner’s output would differ according to the language direction of the translation activities, but this does not mean they cannot be pedagogically valuable in either case” (Carreres, 2006, p.17).

Then, it is necessary to understand translation practice in language teaching as a contrastive language analysis, which helps students to be able to use their own language knowledge through use and practice. This way, students can improve their language awareness.

Finally, there is something to be commented on textbooks. One of the materials we included in the Didactic Year Plan was a textbook, from which several activities were picked up to use them by the teacher in some learning units.

In this regard, there has been much controversy on the use of textbooks in language classrooms. Each author has his/her own opinion and conceptions on the topic. Allwright (1981) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. O'Neill (1990), in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

In my case, I have change completely the idea I had on the use of textbooks on the English classroom. I thought they were indispensable for teachers to conduct a lesson, since I have been always taught languages by exclusively following textbooks. Now I consider them just as what they are, one more material that the teacher can use when he/she considers them necessary, motivational, useful, etc. for students to achieve a specific ability, skill or



competence. However, it is important to establish good criteria when selecting textbooks, as well as to adapt certain activities they contain to the students to which they are focused (level, interests, needs, previous knowledge on a topic, etc.). It is true that, again due to our lack of experience when designing a Year Plan from scratch, the textbook was not introduced and referenced correctly, since the first reference to it was not made until the presentation of the first learning unit when explaining the materials used, without having introduced it previously in the section oriented to methodology guidelines, when presenting the overall resources selected.

## **Contribution of the year plan to my learning**

Here I will explain all the knowledge and competences I acquire in the Master during the elaboration of my Didactic Year Plan. The development of this activity helped me especially to understand the importance of the different aspects of the teaching context. In order to reflect on what I have learnt by completing this activity I used the European Portfolio for Student Teachers of Languages (EPOSTL), which is a document for students undergoing initial teacher education.

### **Context:**

As the authors of the EPOSTL wrote in this European Portfolio, “the context is mainly predetermined by the requirements in the national and/or local curricula. However, there may also be international recommendations and documents, which will need consideration”. In this regard, when designing the Year Plan I learnt how to manage these specifications set in national and local curricula. I have also learnt how to design English courses for Compulsory Secondary Education around the requirements of the Spanish and Aragonese curricula, always adapting these specifications to the teachers’ pedagogical principles and to the teaching and learning specific context.

More specifically, after designing this activity I am able to understand the principles formulated in the above mentioned European documents as the Orden de 9 de mayo de 2007 (*Order May 9, 2007*) which established the curriculum for Secondary Education in the Autonomous Community of Aragón, or the Real Decreto 1631/2006, de 29 de diciembre (Royal Decree 1631/2006, of December 29) which establishes the minimum educational standard in Compulsory Secondary Education statewide. Moreover, I can understand and integrate content of Autonomous and European documents as appropriate in my teaching according to the students’ level.

Furthermore, the language learning context includes the overall aims and specific needs of learners, which, when identified, determine what the teacher

does. As it has been already mentioned in this final project, we, as teachers, need to be aware of the students' knowledge degree, of their characteristics and needs, etc. in order to establish those competences we want them to achieve, in what way, by what means, with what purposes, etc. if we want our teaching practice to be successful. In relation to this and, by designing a complete Year Plan I have learnt the importance of taking account of overall, long-term aims based on needs and expectations, and the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.). Moreover, I learnt to recognize the organizational constraints and resource limitations existent at my high school and to adapt my teaching accordingly by analyzing the characteristics of the school such as its location, environment, available resources within the classrooms, language programs of the school, etc.

### **Methodology:**

"Methodology may focus on how teachers can deal with the four main skills of speaking, writing, listening and reading" (EPOSTL). In relation to this and, after designing twelve learning units of work within the Didactic Year Plan, I learnt how to select texts (letters, stories, reports, songs, etc) appropriate to the needs, interests and language level of the learners. By attending the lessons of the Master, I also learnt the importance of establishing good criteria when selecting materials, such as reliability, authenticity, etc., since the importance of selecting appropriate materials is something in which all the teachers agreed.

## **3. LEARNING UNIT OF WORK**

### **Definition**

With regard to the second activity selected for this final project, I must say that having the possibility to create and implement a learning unit of work was a very motivating challenge for me. After four months studying the Master my knowledge in the field of Education was much more comprehensive; so, instead of feeling nervous or being scared as when I designed the Year Plan, I felt a big enthusiasm to start designing it because I had lots of ideas in my head I was willing to reflect.

In this section, I am going to explain not only how I designed my learning unit, in what ways, for which purposes, to whom was addressed, etc., but also I would like to comment on the concept of 'learning unit'.

There have been several definitions of this concept. This way, Ibáñez defined it as



“the interrelation of every element which intervene in the teaching-learning process with an internal coherence and cohesion and for a determined period of time” (Ibáñez, 1992, p.13)

As this definition is a bit poor, one year later A. Escamilla, (Escamilla, 1993, p.39) Pedagogical Project Director and author of many books on didactics, curriculum, skills, etc. offered a more detailed description of this concept by defining it as:

“a way of planning the teaching-learning process focusing on a content which becomes in the main axle of the process, adding consistence and meaning. This way of organizing knowledge and experiences must take into account the diversity of the elements which make possible the process (the level of development of the student, the socio-cultural and familiar context, the available resources) to regulate the practice of the contents, select the basic objectives, the methodological steps with which it will work and the necessary teaching-learning experiences to improve this process”.

It is a good definition and it is important to take all this into account, but it is also essential for teachers to be aware of the way he/she is going to teach languages or, in other words, of the process to follow in the language teaching. In this case, I designed my learning unit according to the Communicative approach, which allows teachers to facilitate communication in the classroom” giving to students the opportunity to use the language a great deal through communicative activities such as games, role-plays or problem-solving tasks, being more responsible for their own learning (Larsen–Freeman, 1986). This approach is based on the belief that it is important to use the language with authentic activities and by using authentic materials and resources.

## **Training period before developing the Learning Unit**

First, I received all the necessary information such as useful techniques for an effective teaching, the different roles a teacher can adopt, how to best integrate the different language skills by means of activities, how to elaborate useful resources depending on the students, how to evaluate all the components of the teaching and learning process, etc. within the subject “*Diseño, Organización y Desarrollo de Actividades para el aprendizaje de Inglés*”.

Furthermore, before start developing a complete learning unit of work individually, and in order to go in depth into the process of language teaching, we were required to write down two essays discussing on a different topic each one. Therefore, I had to make some small researches which helped me to expand my knowledge on the topics of ‘Evaluation’ and ‘Teaching Listening by using ICT’s’ in relation to Official Language Schools.

## Critical analysis and reflection on the Learning Unit

First, it is important to mention that to design a learning unit of work as well as to implement it and also to reflect on the teaching process carried out, they are all related activities which I am going to comment and reflect on altogether.

My Learning Unit of Work, as already said, was framed within one of the specialization courses offered by the Escuela Oficial de Idiomas N°1, located in Zaragoza, which are courses that allow advanced level students to improve their English language skills at a C1 level of the Council of Europe.

This way, my teaching placement was not a secondary school but an Official Language School. As in the Master we mainly focused on Secondary Education students, one of my biggest difficulties was to organize the learning unit according to the specifications of the advanced level curriculum, set for Official Language Schools in the Autonomous Community of Aragón (Orden de 7 de Julio de 2008)—always adapting these specifications to the specific context. However, as Aragón has not yet a curriculum established for the levels C1 and C2 of the Council of Europe at the moment (although the curriculum for the C1 level is expected to be in force for next year), all those syllabus and, of course, learning units of work oriented to these specialization courses, have to be designed by taking the curriculum for the advance level as reference, always adapting the contents for proficiency level students. Therefore, all the specifications I took into account when developing the learning unit had to be set with greater specificity and accuracy. That is why it was even a hard task to me.

On the other hand I was fortunate with the students, since this course was aimed at people with advance knowledge of the English language, such as English teachers or other professional groups in Education. Therefore, I had the opportunity to choose a great variety of interesting communicative activities. Particularly, I had twenty-five students in the classroom and most of them were English teachers between 25 and 45 years old who wanted to improve their command of spoken and written English.

I decided to design a didactic unit on crime because my tutor at the Official Language School wanted me to include some of those contents he had to cover in the course. He gave me the opportunity to choose between three topics, such as 'accidents' or 'crime', as he used a teaching methodology based on topics. Thus, I create a didactic unit on crime titled 'Crime: It's a jungle out there', as I found it the most interesting one to work with, taking into account the type of students.

One of the requirements of the learning units was that it should consist of activities designed by ourselves. Therefore, I would like to comment on these activities and on the materials used:

First, as I had the opportunity to check in the Practicum I this Official Language School has a very innovative infrastructure. It has been demonstrated that the availability of a Multimedia Laboratory and a Language Laboratory (both

provided with helmets, microphones, etc.), as well as having projectors and Internet access in every classroom allows to carry out a process of teaching and learning more efficient and with less effort, provided that we use them appropriately. It has been shown that the use of ICT in education can help improve memory retention, increase motivation and generally deepen understanding (Dede, 1998). Regarding this, we can observe numerous experiences in which ICT's have been introduced in recent decades in the classrooms of every educational center of our country in a way or another, especially since the appearance of the "School 2.0 Program" during the academic year 2009/2010, whose main objective was to digitize the classrooms of the Spanish educational system by means of whiteboards, laptops, wireless Internet access, teacher training, etc... As consequence, our students are greatly immersed in Web 2.0 technologies: social network sites, blogs, wikis, podcasts, virtual worlds, video and photo sharing, etc. The Internet is playing major role in both their social and academic lives. Educators turn its attention to Web 2.0 tools, trying to incorporate them in the academic world in order to offer the student a wide range of possibilities (creating, collaborating on and sharing content), while offering them the advanced technology that they need and at the same time they are mostly familiarize with it. Thus, I firmly thought, and I still do, that to introduce the use of ICT's in my lessons would have benefits in the students learning process, so I designed an activity for the first lesson in which the use of the Internet was required. Therefore, students were advised in advance to bring their computers to class. As the ways to search in the Internet are increasing, few of them brought their computers, but the vast majority used I-phones and smart-phones to carry out that group activity. The students' attitude towards this 'web-search' was excellent. Since all the students of this course were very competitive and each group had to search information on different things (trying to get the most reliable and convincing arguments), they were all involved while completing this activity.

It is important to mention also that before starting developing the activities and, in order to explain them meticulously in an organized way, that is, to specify stage aims, procedure of each task, timing, interaction patterns, resources, materials, etc. appropriately, I drew up a personal template which include all these elements and which was very helpful to me during the implementation of the learning unit due to the length of the lessons (120 minutes).

I prepared the different activities by using exclusively authentic materials in the lessons such as newspaper articles, fragments of radio news, informative texts, videos and photographs online, etc. One thing I had clear when selecting such 'authentic materials' was the concept in itself. As Widdowson (1990) stated, they imply exposure to real language and its use in its own community. In short, authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that's written for a native-English-speaking audience (Sanderson, 1999).

However, I also designed some written documents such as flashcards containing different identities and a couple of 'crime situations', which I prepared for using them in the role-plays. Moreover, I created some Power Point presentations (games, videos, etc.) related to the activities. From the first

moment, my idea was to carefully select good materials, appropriate to the topic and also to the students' level<sup>1</sup>, and exploit them by different means so that the students were able to expand their knowledge on the topic as well as their lexical repertoire on it, practicing the language in both oral and written form. Therefore, there was enough variety of communicative activities in the lesson, but not an excessive amount of contents.

Obviously, according not only to the students' level but also to the main aims of the 'Curso Superior de Inglés-II', no grammar activities were included in this learning unit of work explicitly. However, I acted as a guide during the implementation of the unit by solving some students' doubts on certain grammar structures appearing in the different texts.

It is important to mention that I mainly drew up communicative activities, taking account of overall, long-term aims based on students' specific needs and expectations. Therefore, as the main aim of the students was to improve their writing and speaking English skills, I conducted tasks in which they were able to improve their speaking skills by carrying out several debates and role-plays in which they expressed their points of view with supporting ideas and appropriate examples, using vocabulary and common language structures on the topic; in which the students were required to write clear well-structured notes and also formal style reports on different cases of crime, improving their writing production and allowing them to interpret knowledge about facts and processes, showing a critical attitude towards violence. All the tasks were related and linked so it was not difficult to sequence them in a coherent and flexible way.

To conclude the analysis of the materials and activities included in the learning unit on crime, I would like to explain why I designed pair and group work activities. This is something which is directly related to the interaction patterns that occurs in the classroom. Vygotsky (1978) suggested that knowledge is constructed in the midst of our interactions with others and is shaped by the skills and abilities valued in a particular culture. He argued that language is the main tool that promotes thinking, develops reasoning, and supports cultural activities like reading and writing. I prepared activities with a variety of interaction patterns such as debates, in which the interaction was made between groups of students; reading activities, in which the interaction was made between the teacher and the students; or pair work activities, in which the interaction was made between both members of each pair. However, it is the quality and quantity of language input and interaction which are crucial. This means that a teacher who wants to promote successful learning should be primarily concerned with creating a language-rich environment in which students have the maximum opportunities for encountering and using the language in a meaningful way (opportunities which are best created through group work and, over all, based around authentic texts). As 'crime' the topic of the learning unit, a topic in which we can encounter such interesting elements

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<sup>1</sup> Tasks were designed at an appropriate level to stretch and challenge the students intellectually. It is what Vygotsky (1978, p.32) metaphorically calls Zone of proximal Development, (the difference between what a person can achieve by acting alone and what is able to do if it has the support of other more experienced individuals).

as 'police investigations', 'witnesses', murderers and accomplices, etc. I considered it was a good idea to take that opportunity by focusing on student to student interaction, developing pair and group work activities promoting cooperative learning as well as motivating the students. As we can find in Ellis' book (2012, p.185), "*Language Teaching and Language Pedagogy*", Long and Porter (1985) established five principal pedagogical arguments for recommending small-group work: "It increases language production opportunities, it improves the quality of students talk, it helps to individualized instruction, it promotes a positive affective climate, and it motivates learners".

It is also relevant to comment on the role of the teacher and the students during the implementation of the learning unit:

In this regard, a good communicative language lesson will require learners and teachers to adopt a range of roles (Nunan, 1989). In case of learners, "it requires them to be adaptable, creative, inventive and most of all, independent" (Nunan, 1989, p.81). For example, in a small-group task (first lesson) the students were required to convince their partners that the city they read some information about was the most dangerous to live in, using funded supporting arguments. That allowed students to be creative when using language and, furthermore, other learners had the opportunity to discover different ways of using language by their partners, learning also some vocabulary. Also, at the beginning of the task, just when they finished reading their individual documents, they had to organize the information by taking notes, grouping items, highlighting relevant ideas, etc. This way, depending on the activities carried out, the students were required to adopt a different role. Above all, they were active participants in the teaching and learning process.

On the other hand, the teacher' role is also a very important element of the learning and teaching process. "Teachers should realise that their actions, reflecting their attitudes and abilities, are a most important part of the environment for language learning/acquisition. They present role-models which students may follow in their future use of the language, and their practice as future teachers." (CEFR, 2001, p.144). When implementing the lessons, I took different roles according to the requirements of the activities as well as according to the learners' needs. Thus, I acted as mediator in classroom debates, as a supervisor in group work activities, as a resource person when necessary, etc. I also assist students by sequencing long complex tasks into smaller modules giving them instructions repeatedly in different ways. Furthermore I promote learners' participation, especially by encouraging those less collaborative students to take more complex responsibilities in some tasks like the role-plays, making them to get more involved in lessons than commonly.

Here, I would like to comment on some aspects of the activities' implementation:

First, I would like to explain that in Official Language Schools, because of the short duration of the Specialization courses, learning units cannot last many



hours. Therefore, I designed not an extensive learning unit but one consisting of three lessons (300 minutes), adjusting it to that reality (less time-smaller learning units). During my teaching practice I was allowed to teach two entire lessons lasting 120 minutes each one, so there was a lesson which I was not able to implement. The reason was that the course was taught on Tuesdays and Thursdays, so the teacher told me the most appropriate, again due to the short duration of these courses, would be to implement my lessons just during one week.

Due to the long duration of each lesson, 120 minutes each one, I had to prepare very dynamic activities trying not to get students bored at any time. First, all the lessons started with a clear beginning, allowing students to know what they are going to deal with. Then, clear instructions were given before starting to perform each task. Furthermore, I gave students complementary explanations during the lessons to make sure that everyone had understood the procedure. On the other hand, I interspersed speaking, writing, reading and listening activities within the lessons by means of using a wide range of materials such as flashcards, newspaper articles, images, videos, Power Point presentations, games and even a prize (chocolate box) for the winner group of the classroom debate carried out during the first lesson.

In relation to the activities, those which were most successful were undoubtedly the role-plays, which took place during the second lesson. As in the first lesson the students were analyzing different crimes without going deeper into the topic of 'crime', the idea for the second lesson was to get students much more involved in police and criminal roles. Therefore, I presented them different crime situations in which they had to adopt different roles: police, judge, jury and accused. The result was really good and very fun, and they all participated by asking interesting questions, by making clear interventions showing understanding of all other comments made by their partners, etc.

However, there is something that did not go as I expected. After each 'trial' (role-play), the jury and the judges were required to debate for three minutes with the aim of giving a final resolution to the students accused of murder, by declaring them guilty or not. This part, to stop the role-plays, was the most difficult for me. The students were so immerse in the role-plays that when it was time to state a final resolution, the arguments and opinions given were so intense, passionate and convincing that they spent long time to reach an agreement. That was a problem that has to do with classroom management. Since I was working with students in an Official Language School where their motivation is mainly intrinsic, as well as due to the type of students (most of them working on the Field of Education), I supposed that the existence of rules to monitor or control the behavior of the classroom was not necessary at all. Although I informed them of the time they had to decide a resolution, maybe 'stronger' or direct specifications or rules should have been presented. Furthermore, the teacher' role needs also to be commented here. Although I gave them the necessary instructions, even sequenced into small units, when adopting the role as organizer I should have been more confident.

Finally, one of the most important things in the learning and teaching process is the assessment and evaluation of the students learning outcomes, the teaching process, the materials used, etc.

In relation to the students learning outcomes, the main goal of the activities designed for this learning unit was to help students to attain a practical mastery of the English language in a level defined by the Common European Framework of Reference for Languages, as aforesaid, as Effective Operational Proficiency. "The CEFR defines each level in terms of skills (i.e. what people at various levels can do). There are no lists of lexical items, no lists of grammar and no lists of topics, just descriptions of skills and competences offered at different levels" (McBeath, 2001, p.194). The 'Curso Superior de Inglés-II' was aimed to improve the students speaking and writing skills, but I also included some listening and reading objectives in the learning unit. In this regard, once implemented all the activities I felt very happy with the results obtained. Nearly every student reached the objectives without problems. That is,

- they made well-structured interventions on the topic with relevant and very interesting ideas and examples,
- they all participated in debates and conversations carried out in the classroom,
- they worked cooperatively in groups in an excellent atmosphere,
- their written presentations followed a logical structure and ended up with suitable resolutions, etc.

To carry out this task, that is, to check the students acknowledges, I designed a personal rubric to assess the students' speaking skills, distinguishing between oral expression and oral interaction; to assess their writing skills, differencing between the writing process and the written product; and, finally, to assess their reading and listening skills, but not so accurately. To elaborate the rubric I took account of three important documents:

- The first one was a table provided by the CEFR to introduce the Common Reference Levels (CEFR, Table 2. Common Reference Levels: self-assessment grid);
- The second was an online tutorial providing explanations and examples, called '*Creating a Rubric*'; and
- The third one was an online program called 'RubiStar.com', which is an online tool for teachers to create excellent rubrics in a very easy way.

I also use these tools to create a rubric for assessing the teaching process, by taking into account relevant aspects such as the effectiveness of the instructions or feedback provided during the implementation of the learning unit.



## **Contribution of the didactic unit to my learning**

Here I will draw on EPOSTL to explain all the knowledge and competences I acquire in the Master during the elaboration and implementation of my learning unit of work.

### **Methodology:**

“Methodology is the implementation of learning objectives through teaching procedures” (EPOSTL), so within this paragraphs I will reflect on the knowledge acquired in terms of methodological principles used in the teaching process. The language learning context includes the overall aims and specific needs of learners, which, when identified, determine what the teacher does. Thus, I mainly drew up communicative activities taking account of overall, long-term aims based on students’ needs and expectations.

Furthermore, I learnt to take account of overall, long-term aims and competences to achieve by adjusting to the level, topic and main aims of the learning unit to the general plan of the specialization course. I also learnt to present real-life situations to students by using authentic materials.

Once designed and implemented the learning unit I am able to take into account differing motivations for learning another language, since among students there are unemployed who want to improve their English to gain access to better jobs or English teachers who wish to improve certain skills in order to improve their teaching education. I can also take into account the cognitive needs of learners (problem solving especially with vocabulary, drive for communication during tasks, acquiring knowledge by presenting them new information, etc).

### **Resources:**

“This section is concerned with a variety of sources teachers can draw on in the process of locating, selecting and/or producing ideas, texts, activities, tasks and reference materials useful for their learners” (EPOSTL). In my learning unit of work, I provided the students different kinds of input (verbal, visual, body language, etc.) and by different means (Internet, video, printed documents, etc.). I spent a lot of time finding good resources and designing the materials and the result of such a hard task was that the students were really motivated by the lessons. So, after designing and implementing my learning unit I am able to identify and evaluate a range of materials appropriate for the age, interests and the language level of the learners. I can also locate and select listening and reading materials (authentic materials) appropriate for my learners from a variety of sources, such as the Internet. I learnt to design learning materials and activities appropriate for my learners. Regarding the ICT’s, I am able to guide learners to use the Internet for information retrieval.

Nevertheless, there is something to comment on in relation to the Internet access. As it usually happens, when too many people are connected at the

same time searching for information, the access is not very good. Thus, when in the first lesson plan the students were required to search for information on the Internet, I interrupted the different groups in order to show them some videos which offered interesting ideas. The problem was that everybody was using the Internet, so the access was not good at this moment and some of the videos I prepared got stuck. That caused a bad impression. So, one thing I have learnt from implementing the learning unit is to prepare more consciously online materials or to prepare alternatives, because the equipment may fail and teachers must be prepared.

### **Lesson planning:**

“Planning activities depends on both learning objectives and content and requires teachers to consider how learners can reach the objectives through the material chosen” (EPOSTL). In this case, I learnt very interesting things such as to structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content. Furthermore, I can identify time needed for specific topics and activities and plan accordingly, since the time I estimated for the tasks was adjusted quite well to reality. Although it was not followed meticulously, that is, in some of the activities I spent a few minutes more than I expected, in others I spent less, so they compensate each other. Finally, I have learnt to select from and plan a variety of organizational forms (frontal, individual, pair and group work) as appropriate.

### **Conducting a lesson:**

As the authors of the EPOSTL wrote in the European Portfolio, ‘the implementation of a lesson plan takes into account the ability to sequence activities in a coherent yet flexible way, to take account of learners’ prior learning and to be responsive to individual performances in class’. Related to lesson plans, I am able to start a lesson in an engaging way by means of introductory activities, mainly by exposing students to new information so as to make them being curious about the topic, but also by using brainstorming techniques to assess the students’ previous knowledge of the topic of crime.

Furthermore, I can be flexible when working from a lesson plan by adjusting the timing of the different tasks as well as adopting different roles in the classroom in order to respond to learners’ interests and needs as the lesson progresses (timing). I can also ensure smooth transitions between activities and tasks for individuals, groups and the whole class. In my learning unit, all the tasks were related and well linked between them and the whole lessons follow a logical procedure. Finally, I designed closing activities mainly with the purpose of reviewing all those contents learnt in each lesson. Thus, I am able to finish off lessons in a focused way.

Regarding the content, I can present language content (new and previously encountered items of language on the topic of crime) in reading tasks, writing tasks, debates, role-plays and other ways which are appropriate for the

students of this specialization course. I can also relate what I teach to learners' knowledge and previous language learning experiences. In the first task of lesson plan I, for example, to introduce the topic of crime I asked the students what were the different type of crimes they knew and whether they had ever suffered any robbery, pick-pocketing, etc.

Now I am going to analyze the knowledge and competences acquired in relation to the classroom management. First, I learnt the importance of adopting different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.). I conducted all the lessons exclusively in the target language, using various strategies when learners do not understand something (i.e. explain meaning of terms instead of translate them). Furthermore, I learnt how to encourage learners to use the target language in their activities. This is something I am very satisfied with, the way I guided the lessons. I feared not to live up the level, since I had to speak in English for two hours but, fortunately I did it well: I encouraged those less participative learners to speak more, solved general doubts with vocabulary and language structures, etc.

## CONCLUSIONS AND PROPOSALS FOR THE FUTURE

I decided to study this Master since my studies as a translator and interpreter did not provided me the expertise to become a qualified teacher.

I consider that each and every of the subjects of this Masters' degree have contributed me different knowledge regarding the scope of Education. Furthermore, I think it would not have been possible to acquire all this knowledge in less time. Although it would not have been possible to successfully carry out the practices if no prior knowledge were acquired in the different subjects, I think that the three Practicum periods were the cornerstone by which this Master is really worthwhile, since they have been very rewarding for me.

Particularly, I have learnt many things thanks to the completion of a Year Plan and a Didactic Unit, as well as thanks to the Practicum II, in which I had the possibility to implement my didactic unit.

As one of my activities was intended for a high school and the other for an Official School of Language, this has had many benefits for my education as a teacher that I want to reflect on. First, it has allowed me to become aware of the importance of taking into account the students' needs and interests. Therefore, while designing a Didactic Year Plan for a high school we need to take account of the context, the students' intellectual and social development as well as their behavior within the classroom, we need to develop specific actions regarding attention to diversity, etc. On the other hand, when designing the Learning Unit of Work for English course taught in a proficiency level at an Official Language School I was sure that classroom management would not be a major difficulty for me, as they were adults with an excellent English level. Furthermore, the topics dealt with in the Year Plan, as well as the difficulty of the tasks, were completely different.

Furthermore, the official documents which I have to work with when designing both activities were different. Apart from the Spanish Institutional Act 'Ley Orgánica de Educación 2/2006, de 3 de mayo de Educación', the remaining documents were all different. For example, when designing the Learning Unit it was the first time I dealt with the Common European Framework of Reference for Languages, or the *Orden de 7 de Julio de 2008*, which establishes the curriculum of the Advanced level of special language education taught in the Autonomous Community of Aragón. Furthermore, I had to use this latter document only as a guiding document, since my learning unit was oriented to students who wanted to command their language skills at a C1 level of the Council of Europe, and there is no curriculum for C1 level at the moment in the Autonomous Community of Aragón. That was quite a hard task for me, but now I can understand the requirements set in national and local curricula both for High School and Official Language Schools; I can design English learning units of work at an Intermediate level for students of Compulsory Secondary Education and at C1 level of the Council of Europe around the requirements of the national and local curricula; and I can understand the principles formulated

in the above mentioned European documents and integrate them in my teaching.

As it has been said at the beginning of this final project, and although the organization of the Master was confusing at the beginning, studying it has been essential to complete my education. After having learnt so much about the field of Education I am convinced that the teaching profession is what I am really interested in. Obviously, vocation is an important point worth noting, especially when you consider that teaching is a profession which, due to its characteristics and the responsibilities assigned to it, requires a lot of effort, patience and commitment by teachers.

Moreover, this Master gave me the opportunity to be an English teacher for one week and it was successful so it made me feel that I am prepared for being a good teacher, although I know the importance to continue learning and improving competences in order to master my teaching practice in the future. I would also like to mention one important thing of the Master, which is that it instilled us the importance of research in the field of Education in order to improve the teaching practice.

To conclude this final project I would like to say that after attending the lessons for eight months and after the Practicum periods, I consider that I am prepared to be a good teacher. My plans are to start up an academy in my village in order to teach potential students during the evenings. I would also like to start working as a freelance translator, provided that I have the opportunity, because I can translate potential documents in the morning, in addition to preparing lessons, and teach my English lessons in the evenings.

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## APPENDIXES

### **Appendix 1:**

Year Plan 4<sup>th</sup> grade of Compulsory Secondary Education (Academic Year 2012/2013); 'Diseño Curricular de Lenguas Extranjeras' [pp. 1 - 52].

### **Appendix 2:**

Learning Unit of Work: 'Crime: It's a jungle out there' (English); 'Curso Superior de Inglés—II', Escuela Oficial de Idiomas N°1, Zaragoza; 'Diseño, Organización y Desarrollo de Actividades para el Aprendizaje de Inglés' [pp. 1 - 57].

# Year Plan 4<sup>th</sup> grade Secondary Education

*English as a Foreign Language*

[Academic year 2012/2013]

Ana Revilla, Salomé Sagaste, Patricia Sánchez y Beatriz Rodrigo

Diseño Curricular de Lenguas Extranjeras

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## Introduction

Teaching is based on indoctrinating children and youth with effective educational principles that may be applied to everyday life. To perform this, the teacher has a key role not only as a mediator in theoretical learning, but also as a guide for their students' education. In students' learning process, schools should be coordinated with families, since educational practice is carried out from both places and should go in the same direction. English teaching and learning process contributes to the acquisition of key competences and, therefore, to competently interact through language—understanding language as the basis of thought and knowledge—, to learn to analyze and solve problems, to make plans and to take decisions. Language skills help to make progress in personal initiative and also in regulating the activity itself. The subject contributes to digital competence and also to learning to communicate with others. So, it is very important that students achieve real communicative and literary competence at the end of Secondary Education.

The following year plan for the English subject is addressed to students of the fourth grade of Secondary School. It contains the fundamental aspects to be taken into account: contextualization, assuming that there are conditioning variables, a sociocultural context, characteristics of the school and, class and students' needs; as well as the development of the year plan, which contains the overall course objectives, contents, evaluation criteria, methodological principles, evaluation and attention to students with special educational needs. It also contains the didactic units.

## I.Contextualization

### A) Official documents: National Curriculum and Aragonese Curriculum

To elaborate this year plan we have considered the following legal provisions: Ley Orgánica 2/2006, de 3 de mayo, de Educación (*Spanish Institutional Act 2/2006, of May 3, of Education*) which regulates the current Spanish educational system. From this law we have taken the chapters concerning principles and purposes of education, compulsory Secondary education, students with special educational needs and also chapters concerning teachers, schools and participation, autonomy, authority and evaluation of the education system.

The Real Decreto 1631/2006, de 29 de diciembre (*Royal Decree 1631/2006, of December 29*), which establishes the minimum educational standard in compulsory Secondary education statewide: purposes and aims of compulsory Secondary education, organization of the fourth year, key competences, promotion, evaluation, response to diversity, certificate of compulsory Secondary education, tutoring and academic guidance. And, with regard to the English language, this subject contributes to the acquisition of key competences and general objectives of stage.

Orden de 9 de mayo de 2007 (*Order May 9, 2007*) approving the Secondary education curriculum for schools in the Autonomous Community of Aragon. From this Order we have taken the general provisions, organization of the curriculum, response to diversity, tutoring and academic guidance, evaluation, promotion and qualification of the teaching process, pedagogical autonomy of schools,

the appendix referred to key competences and all the paragraph referred to the English subject, 'contribution of the subject to the acquisition of key competences and objectives of the stage' and, finally, the paragraph referred to the fourth year of compulsory Secondary school.

## B) School setting

The year plan is determined by three key variables:

### a) The sociocultural context

Our school is located in Zaragoza, in one of its most well-known districts and with more education services demand. It is the most densely populated district and this is largely due to the immigrant population growth.

At first it was a vocational training school, but later, due to high demand, it expanded its educational offerings with the addition of Secondary Education, Bachillerato in modalities of Science and Technology, Humanities and also new specialties of vocational training. Due to the great amount of vocational training resources offered by the school, it has excellent facilities. Thus, the school facilities include a music room, an art room, a technology workshop, a science lab, a language lab, audiovisual media, computer rooms, a gym, a library, an auditorium, local radio and a photo lab.

With regard to the organization, and according to the Orden de 7 de julio de 2005 (*Order of July 7, 2005*) which regulates the organization and operation of the public schools of Secondary Education in the autonomous community of Aragon, schools are granted with new regulatory tools. In this way, the incorporation of audiovisual media to learning and teaching process is regulated, as well as the regime of the teachers' working days. Our school management team consists of a principal, a head teacher, a school secretary, a head teacher for vocational training, a head teacher for higher Secondary education and a head teacher for compulsory Secondary education. Likewise, the school board is formed by the principal, the head teacher, the secretary, several teachers and students, several parents of students, non-teaching staff of the school and a town hall representative.

### b) Characteristics of the school

The school is located, as already mentioned, in one of the most densely populated districts of the city and, many of the population is immigrant. Therefore, we are talking about an urban environment. The district has abundant services, a public library, a nearby shopping center and several shops, which is something that helps to foster the students' commercial demands. There are also several parks near the school and it is close to a public sports center, increasing the areas for relax and leisure of students, etc.

With regard to transport, it does not have a good bus connection with the rest of the city and only two bus lines have access to the vicinity of the city center. This means a more difficult access to

school for the rest of the city inhabitants, so most of our students live in the area and come to school on foot. The proximity to the city center is an advantage in terms of English learning since it increases the possibility to make cultural visits to theaters to see plays in the English language, as well as cinemas, exhibition halls, etc.

The school is registered in several programs of interest to our subject. For several years, the school has taken part in several exchange programs with various English-speaking countries as USA or England. It has also developed a variety of programs in which the main objective is to promote the use of English in several practical aspects of life.

#### c) The students: characteristics and needs

Our syllabus is aimed at 4th grade students of Secondary school, that is, students between 15 and 16 years old. We have twenty-five students in the classroom, three of whom have a different mother tongue. There are two Asians and one Romanian student, so their culture is also different from the rest. On the other hand, in the classroom there is a student with severe eating disorders, she has anorexia; and another one is repeating the school year. One of the principal affective features that stand out at this age is the group of friends, having great importance for the social integration of the student. That is, the core group of friends together with social relations constitutes the most important thing in the process of adolescence. By contrast, family relationships tend to deteriorate given the exhaustive critique of behavior made by parents. Along this educational stage, teenagers create their own personality. Thus, their own ideas and value judgments begin to emerge. In this stage of education, language plays a key role as regulator of thought and behavior, and in turn, knowledge of other languages can lead them to learn about other cultures, and ultimately, to open their minds, which will be something very helpful in his adult life. That is why we attach great importance to the subject of English language for students' intellectual and social development.

On a psychological level, we wish to emphasize some characteristics that may have an effect on the class. Thereby, fourth-grade students of compulsory Secondary Education are clear and organized on the exhibition of their ideas and works. Furthermore, they are concerned with aesthetics considerations. All this, facilitates the realization of research works and clearer writing tasks. During this stage of adolescence students develop their own personality, which is something that we can see reflected in an ardent defense of ideals, an emotion sharing, a search for social meaning, etc. These features can be very useful in the English lessons, because students could experiment the texts worked with in everyday class, in a way nearer and closer to his emotional world. In the same way, they will participate and present their ideas during the different debates and critical situations arising in class.

## **II. Syllabus Design and Development**

### A) Contribution of the subjects 'Foreign Languages' to the key competences.



Key competences are a set of cognitive, procedural and attitudinal skills that can and should be reached during compulsory education by most students. In our methodological challenge, key competencies are determined by the organization and operation of the school, the characteristics of the fourth grade of Secondary School students, the resources used and the those programs in which the school is involved.

At the end of the course, students should achieve the following key competences:

- Linguistic communication competence (L1 and foreign languages), is the main competence on which the subject acts. It helps to understand and identify the different English grammatical structures.
- Interpersonal and civic competence is one of the priorities of the school along with linguistic communication and digital competence. As students from different cultures and nationalities coexist in the city center, the school has been registered in a European program which is based on improving social harmony and educating students to be tolerant in a multicultural society.
- Knowledge and interaction with the physical world competence (science and technology). This competence is associated with the contents that enable students to understand the society and the world in which it operates. This competence makes students to do more than simply accumulate information and allows them interpreting and taking over the knowledge about facts and processes. Knowledge and interaction with the physical world is an interdisciplinary competence, as it involves skills to achieve a proper development with autonomy and personal initiative in diverse spheres of life and knowledge (health, productive activity, consumption, science, technological processes, etc.). It also involves skills to interpret the world, something which requires the application of concepts and basic principles that, from the different fields of knowledge involved, allow the analysis of the different phenomena. From our field, we promote this competence by means of learning a different culture and language, which will facilitate students the access to the real world (in order to not being stuck in their own reality and keep an open mind to know different worlds).
- Digital competence. It involves a guided use of Internet as a method for finding information with the aim of reinforcing the content covered in class. Students will be able to search information for oral presentations, for dramatic performances or dialogues, etc. This allows them to reinforce the different skills: writing, listening, etc. The school is equipped with several computer labs and many secondary classrooms also have digital whiteboards, so many classroom activities can be prepared there, catching the eye and holding the interest of the students. This makes them very actively involved in the class.
- Autonomy and personal initiative. This competence will be demonstrated by students in their own daily tasks, while writing compositions, in their study of the subject and also in debates that will take place in class—where they will share their opinions. Pleasure of reading also favors this competence, if they take an interest in English literature (with books adapted/suited to their level) and even promotes the autonomous use of dictionaries.

- Cultural and artistic competence. The proximity to the city center contributes to this competence, allowing us to make more cultural visits without the difficulty of displacement. This also allows us an easy access to the public library in case they need to find literature for some of their researches.

- Learning to learn competence. Group works contribute to this competence and to its development because they involve collecting, organizing and analyzing information from different sources. Students will do at least one assessment of those characteristics throughout the course.

#### B) Objectives of the subject for the students of fourth grade of Secondary Education

The general objectives for fourth grade of Secondary Education are based on the key competencies listed above, as well as on the specific competences of the subject. Therefore and when our students finish the course, they are able to:

1. Listen and understand general and specific information of oral texts in a variety of communicative situations, adopting an attitude of respect and cooperation.
2. Express their ideas and interact orally in common communicative situations and in a comprehensible and appropriate way with some level of autonomy.
3. To read and understand different texts in an appropriate level according to the students' abilities and interests, in order to extract general and specific information; and use reading as a source of leisure and personal enrichment.
4. To write simple texts for different purposes and on different topics by using adequate resources of cohesion and coherence.
5. Use properly and correctly the phonological, lexical, grammatical, functional, discursive, sociolinguistic and strategic basic components in real communicative contexts.
6. To develop the learning autonomy through the active involvement on planning and control the process itself.
7. To develop attitudes, work habits and strategies for the acquisition of a foreign language by using all available means, such as collaboration with others while achieving their learning objectives; or to use different resources, especially those technologies information and communication resources, in order to obtain, select and present oral and written information.
8. To appreciate the foreign language as an access tool to information and as a tool for learning different contents.
9. To acquire, through contact with the foreign language, a broader view of the cultural and linguistic environment to which they belong. This helps them to appreciate the contribution of learning to their personal development and to their relationships with other languages speakers and to avoid any kind of discrimination or linguistic and cultural stereotypes.
10. To show a receptive and self-confidence attitude in the ability to learn and use a foreign language.

### C) Contents (see appendix I)

For the organization of the contents we have followed a classification in content blocks just as in the curriculum because it is the criteria that best responds to the development of communication skills.

#### Content block N°1: Listening, speaking and conversation

- Understanding of lectures about issues related to the experience of the students.
- Understanding and spontaneous production of messages in face-to-face communications about issues related to the students experience and interests.
- General understanding of the most relevant data of oral texts issued by multiple sources and appropriate to their ability and experience.
- Use of comprehension strategies of oral messages, such as the use of verbal and nonverbal context, prior knowledge about the situation and the identification of key words, among others.
- Production of oral descriptions, narratives and explanations about experiences and events as well as different contents.
- Involvement in spontaneous communicative situations in the classroom and in conversations on everyday issues and topics of personal interest, with different communication purposes, by using the conventions of conversation.
- Use of communication strategies to overcome difficulties during communicative interaction and to initiate, sustain and conclude communicative exchanges.

#### Content block N°2: Reading and writing

- General comprehension and identification of specific information in real texts of different types, on both paper and digital support, about topics of their interest, of general interest or related to content of other subjects of the curriculum, appropriate to their age and competence.
- Autonomous reading of more extensive texts related to their interests.
- Use of different sources, on paper, digital or multimedia support, in order to solve information problems related to their personal interests, to their language learning or to other subjects.
- Consolidation and expansion of a variety of reading strategies.
- Identification of the message sender intention through verbal and nonverbal elements.
- Use of the appropriate register to the target reader (formal and informal register).
- Composition of different texts responding to specific communicative situations; use of appropriate vocabulary according to the subject and context; cohesion, which is necessary to mark clearly the relationship between ideas and; use of basic strategies in the writing process (planning, drafting and revision).
- Personal communication with target language speakers via postal correspondence or by e-mail.
- Correct use of spelling and different punctuation marks.
- Interest in the careful presentations of written texts, on both paper and digital support.

### Content block N°3: Language awareness and reflections on learning

#### *Reflection on language in communication*

- Understanding and use of common expressions, idioms and vocabulary on topics of personal and general interest, everyday topics and topics related to content of other subjects of the curriculum.
- Use of their knowledge concerning antonyms, "false friends" and word formation (compounds, prefixes, suffixes) in the messages interpretation and production.
- Understanding and use of structures and functions, appropriate to different situations.
- Recognition and production of basic patterns of words and phrases rhythm, intonation and stress in the communication.
- Recognition and application of basic sociolinguistic keys of communication concerning aspects as the formality or courtesy degree, among others.
- Recognition and use in communicating the basic elements of discourse structuring and control depending on the type of text.
- Recognition and use of the basics of structure and control of the speech, depending on the type of text.

#### *Reflection on learning*

- Application of strategies for the organization, acquisition, recollection and use of vocabulary.
- Organization and use of learning resources, such as dictionaries, reference books, libraries or information and communication technologies.
- Analysis and reflection on the use and meaning of different parts of speech through different means, including comparison and contrast with the languages the student already knows.
- Involvement in the evaluation process, shared assessment, evaluation of their own learning and use of self-correction strategies.
- Acceptance of the error as part of the learning process and positive attitude to overcome it.
- Organization of personal work as strategy for the learning progress.
- Interest in taking advantage of the opportunities created within the classroom and beyond.
- Development of attitudes, procedures and strategies that enable teamwork.
- Confidence and initiative for public speaking and writing.
- Reflect on the way they learn and on the job options more suited with it.
- Reflect on their learning needs in connection with the targets set by the curriculum.

### Content block N°4: Sociocultural aspects and intercultural awareness

- Assessment of the importance of language in international relations.
- Identification of the most significant features of the society customs, norms, attitudes and values whose language is studied, and also respect for different cultural patterns.
- Appropriate use of linguistic formulas associated with/related to specific communicative situations: courtesy, agreement, disagreement...

- Knowledge of relevant cultural elements of the foreign language countries, obtaining information through different means, including the Internet and other information and communication technologies.
- Interest and initiative in carrying out communicative exchanges with speakers or learners of a foreign language, on both paper and digital support.
- Assessment of personal enrichment as consequence of the relationship with people from other cultures.

#### D) Methodology guidelines

Methodological principles, which govern the year plan, have been established by the LOE (Spanish Organic Law of Education). In Article 26, it promotes teamwork, learn by themselves and it fosters the ability to learn. In the same way, the Orden del 9 de mayo del currículo de Aragón (*Order of May 9, of the Aragonese curriculum*), Article 12, is based on these principles and it widens them highlighting the active role of students, learning functionality, significant groups of contents, ICT, to promote a positive atmosphere in the classroom, etc..

For our methodological commitment, information and communication technologies are of great interest, as our school is involved in several English training programs via ICT. In the same way, it will be relevant to achieve an atmosphere which fosters peaceful relations between the communities, because as we already know, the school is located in a neighborhood with a large influx of immigrants and the school itself is part of a program to promote coexistence and tolerance among students. Finally, the classroom has cultural diversity students, two Eastern students and a Romanian student, so the teaching and learning processes will be progressively adjusted to the students characteristics.

There are several strategies involved in methodological guidance. Sometimes, they vary depending on the school or students characteristics. The master class is a good way to explain theories, facts, etc. but it is always part of other strategies, so it should not be used alone, as a single method. The teacher takes into account the age of the students, their interests, the school characteristics, etc.

#### METHODOLOGICAL PRINCIPLES TO WORK ON COMPETENCES

There are some principles that can be used as reference to work by competences in the teaching and learning process.

##### - Meaningful learning

In the field of English, meaningful learning starts from the students' previous knowledge; that is, new contents to be learned are related meaningfully to the student's prior knowledge. A good example of this is the initial assessment, which precedes the start of the teaching units and where students demonstrate the knowledge they held the previous academic year. We also engage the use of conceptual maps to facilitate meaningful learning when learning lexical fields or English rote

concepts. Learning contributes to autonomy and personal initiative and also to learning to learn competence.

Start from situations-problems with contextualized learning.

The reality of the students, the authentic context is the best reference point so that they understand the contents transmitted. When they have to develop a critical and reflexive attitude to, the reference will be those issues that are of interest to the students: conflicts concerning young people, latest news, etc. This criterion will be used when choosing texts to practice the reading skill, always trying to pick up texts which are close to the students and their interests, so that they enjoy reading them and can therefore provide their own ideas and opinions. This contributes to developing the autonomy and personal initiative, the linguistic communication competence, the interpersonal and civic competence and the learning to learn competence.

- Special characteristics of each student.

Neither all students are alike, nor do they learn the same way. Thus, in our classroom there are two Asians and one Romanian student, as well as another one who is repeating the school year. Therefore we will adapt the curriculum with some activities to reinforce the essential contents in each didactic unit, as well as with adapted explanations, using graphs, drawings, etc., to attain a better learning. This contributes to the linguistic communication competence, the learning to learn competence and the autonomy and personal initiative.

- Comprehensive approach

This approach tries to connect what students learn in different subjects. The Languages department works closely with the department of Spanish Language and Literature and broadly with the departments of the other subjects included in the bilingual section of the department, so that the students can work on oral presentations about topics related with the academic field or with current news which could also be useful for other subjects, such as History. The aim is for the students to develop the adequate oral skills in their presentations. This principle supports the linguistic communication competence, the learning to learn competence and the autonomy and personal initiative.

- Promote students' awareness of their own learning process.

In class, students have to be told about all the possibilities they can have and the objectives they can accomplish, since raising the students' awareness of them will reinforce their self-esteem. In the reading part, they should be able to understand a simple text and also to write a coherent essay about any everyday topic. The best way of raising students' awareness of their own knowledge is by performing activities with a direct practical application: reading and comprehension activities, summaries to show their summarizing abilities, etc. Thus, the linguistic communication competence, the learning to learn competence and the autonomy and personal initiative are promoted.

- Promote an atmosphere of mutual acceptance and co-operation at school and flexible groupings and collaborative work.

In class, all kinds of inter-personal communication shall be encouraged: student-student, student-teacher. This can be achieved by creating an atmosphere based on mutual respect. This principle will be taught through debates, oral presentations, reading exercises and also every time students give their personal opinions. This attitude will be supported through the program for the co-existence and tolerance promoted by the school. Besides, in our subject we also deal with it in activities involving group work or work in pairs. This contributes especially to the linguistic communication competence and to the interpersonal and civic competence.

There will be various student groups in order to raise interest: big group, in debates where the whole class takes part; in pairs, for different speaking or listening activities; in teams, to do oral presentations or research works; individual work, for personal reading of books in English, etc. The school library and the computers room are alternative spaces to the classroom, key to do group or pair work. The tables' layout in the classroom will be adequate to the kind of activity carried out: in U shape for collaborative activities, in rows for individual activities or teacher explanations. This principle promotes the linguistic communication competence, the interpersonal and civic competence, the learning to learn competence and the autonomy and personal initiative.

- Promote reading comprehension.

This principle is put into practice in collaboration with the other departments, especially with the department of Spanish Language and Literature. We intend to stress this principle, since one of the main problems of Secondary education students is that they find it difficult to understand what they are reading. This is a frequent problem in their native language; consequently, this also tends to be the case in foreign languages. In order to face this issue, we will work with different readings in order to reach a reading habit which facilitates comprehension.

This principle promotes the linguistic communication competence, the cultural and artistic competence and the autonomy and personal initiative.

- Use of different sources of information (ICT)

Because of the incursion of ICT in our everyday life, it becomes essential to teach a responsible use of these sources, in addition to how to make the best out of their many advantages in the teaching-learning process. In our plan, information and communication technology (ICT) is present in writing activities in the digital format, as well as in readings of news from foreign newspapers and in the use of some websites which can be accessed to obtain some help or to reinforce and complement the activities carried out in class. Students will be encouraged to make a responsible use of ICTs and to consider them as a helpful tool to develop the four skills. ICT also provides students with immediate communication with the teacher out of school hours, with the possibility of creating a blog for doubts where all students can take part and where debates about literature in



English and news related to the Anglo-Saxon culture could be carried out. This contributes to the linguistic communication competence, the social and civic competence and the digital competence.

- Prioritize reflection and critical thinking of students, as well as applied knowledge against rote learning.

This principle is related to guidance about significant learning and contextualized learning. In some kinds of activities (vocabulary compositions, etc.) students will be evaluated via a final test. Students shall apply their knowledge to different situations and contexts. This way, students' motivation is promoted, as they find a tangible reality that corresponds to what the teacher explained in class. This promotes the learning to learn competence and the autonomy and personal initiative.

- The evaluation as a key element in the learning process.

We will evaluate the students' work and the teaching practice via different evaluation tools: observing the students in a precise moment, paying attention to each of the students in the class – whether they work or not in class; analysis of their daily tasks, doing homework which helps to consolidate the contents explained in class; evaluation of the participation in debates, presentations, comments of readings, etc; quality of the inputs and suggestions in group tasks, oral and written presentations, etc. This contributes to the learning to learn competence and to the autonomy and personal initiative.

#### • DESIGN OF ACTIVITIES

First of all, when a school year starts, we conduct a series of activities in order to evaluate the students' previous knowledge and which serve as a base for this new year: Present Simple and Continuous, Past Simple, How to make questions, The distinction between countable and uncountable nouns, the use of *a, an, the, some, any*, quantifiers, adjectives: comparative and superlative forms, the Future: will, be going to, Present continuous, Modals and Semi modals, Present Perfect simple and introduction to the Passive form.

At the beginning of each didactic unit there are several introductory-motivating activities aimed at capturing interest in their content: readings from the mass media, motivating sentences, questions about the students' personal lives, etc.

Some reinforcement activities, previously classified by different degrees of difficulty, are conducted in each didactic unit for those students having learning difficulties. Furthermore, some extension activities will be used for those students who have properly attained the knowledge of the unit: these activities are more difficult in order to go in depth in the contents. At the end of each didactic unit there are some activities called "Self-evaluation", where the students check by themselves the knowledge attained.

- Complementary activities (Appendix II)

Here, we must outline some programs that we mentioned above, such as the use of the English blog and everything related to this subject and the use of ICT.

Another of the main complementary activities in the plan is a competition of short stories in English. All students will hand in a copy of their short stories to the teacher, who will evaluate them as a written expression exercise. It is an individual activity. The teacher will grant some time in class to solve expression doubts about the stories, but the stories will be written by the students out of school hours.

- Extracurricular activities.

Attend a dramatic play in English. The play lasts for two hours approximately; there is an only play on Saturday, at 18pm. Attendance to this play will be positively evaluated by the teacher. Go to see a film in the original version. The duration will be of approximately two hours. The hour will be chosen by voting in class, although it will take place out of school hours. This activity will take place at the cinema in the shopping centre Aragonia.

- GROUPS AND TIMING

The contents that must be worked with the students will determine the kind of group chosen in each case. Individual work is used for personal reading of books in English, writing summaries, doing grammar exercises, etc. Group work requires using social skills, interaction, collaborative skills, respect, etc. For groups of three to five students, the activities are: research activities, writing a review of a text or a film, oral presentations, etc. Finally, the students will work in the big group in debates where all of them will participate, in the correction of exercises, solving doubts, doing reading exercises in class, doing listening exercises, etc. The timing is determined by sequencing the teaching units.

RESOURCES (See Appendix VI)

E) Evaluation

We consider evaluation not only as a grading method, but also as an important tool to motivate students. Evaluation is the re-orientation and improvement of the teaching action and the students' learning process.

We have taken the following legal provisions as a reference to establish the evaluation of our plan: the Ley Orgánica 2/2006, de 3 de mayo, de Educación (Art. 28) (*Spanish Institutional Act 2/2006, of May 3, of Education, Section 28*), and the Orden EC/1845/2007 de 19 de junio por la que se establecen los elementos de los documentos básicos de evaluación de la educación básica regulada por la Ley Orgánica 2/2006 de 3 de mayo de Educación así como los requisitos formales derivados del proceso de evaluación que son precisos para garantizar la movilidad del alumnado (*European Order EC/1845/2007, of June 19, which establishes the elements of the basic documents of evaluation of the basic education, regulated by the Spanish Institutional Act 2/2006, of May 3, of Education, as well as the formal requirements derived from the evaluation process*,

*which are necessary to guarantee the mobility of the students*). From the regulations for Education set by the Aragonese Government, we have used the Orden 9 de mayo de 2007 (apartado IV) (*Aragonese Order of May 9, 2007, section IV*), la Orden 26 de noviembre de 2007 del Departamento de Educación, Cultura y Deporte sobre evaluación en Educación Secundaria Obligatoria en los centros docentes de la Comunidad Autónoma de Aragón (*Aragonese Order of November 26, 2007, of the Regional Department of Education, Culture and Sports on the evaluation in Compulsory Secondary Education at schools in the Autonomous Community of Aragon*), and the Instrucciones de la Dirección General de Política Educativa para la aplicación de lo dispuesto en la Orden de 26 de noviembre de 2007, del Departamento de Educación, Cultura y Deporte, sobre evaluación en Educación Secundaria Obligatoria en los centros docentes de la Comunidad Autónoma de Aragón (*Instructions of the General Directorate of Education Policy of Aragon for the application of the disposals of the Order of November 26, 2007, of the Aragonese Regional Department of Education, Culture and Sports, on the evaluation in Compulsory Secondary Education at schools in the Autonomous Region of Aragon*).

When talking about evaluation, we refer to the teaching-learning process, that is to say, to the evaluation of students' learning and the evaluation of the different processes and the own teaching practice of the teacher.

- Students' evaluation

The evaluation criteria are the set of abilities mentioned in the objectives and they refer to the kind and degree of learning expected from the students. For our English subject and our group of fourth grade of Compulsory Secondary Education, the evaluation criteria is:

1. Understanding general or specific information, the main idea and the most relevant details in oral texts.

This criterion is intended to measure the ability to understand speeches, news and presentations appropriated to their competence, issued by the audiovisual media.

2. Taking part in conversations by using adequate strategies to start, keep and finish the communication. This criterion is used to evaluate the ability to get along in conversations with different communicative intentions.

3. Understanding the general and specific information from diverse written texts of different length, identifying data, opinions, arguments, implied information and the communicative intention of the author.

This criterion will be used to evaluate students' ability to understand the most customary and useful texts of written communication, as well as literary texts or dissemination.

This criterion also assesses the ability to read longer texts in order to consult or search information.

4. Writing different texts with a logical structure, using the basic standards of each gender and communicative situation, a vocabulary suitable for the context and the necessary elements for cohesion and coherence, so that the texts can be easily understood by the reader.

This criterion is used to assess the ability of communicating in the written form in an organized way, with a suitable structure and paying special attention to the planning of the writing process.

5. Using the acquired knowledge about the functioning of the foreign language in varied contexts of communication, as self-correction tools and as tools to evaluate the own oral and written outputs and to understand other people's outputs.

This criterion is used to assess the ability to reflect on and apply the knowledge about the functioning of the language in the improvement (correctness, accuracy, fluency...) and evaluation of their oral and written outputs and in order to understand other people's outputs.

6. Showing initiative and interest in learning and in getting integrated in the classroom processes. This criterion is intended to evaluate the degree of autonomy developed by the student.

7. Using ICT with certain autonomy to search information, produce texts, and establish oral and written personal relationships.

This criterion is intended to evaluate the ability of using ICTs as communication and learning tools, in order to establish oral and written personal relationships.

8. Showing interest in knowing the foreign language and its culture, establishing comparisons among different features of the foreign culture and the own one, perceiving how they are translated in communication in order to apply this knowledge to the interaction with speakers of the foreign language.

This criterion evaluates if students consider the foreign language and culture, apart from as a study subject, as a useful tool to interact in a wider background.

Depending on the moment when the evaluation is carried out, it can be classified as: initial evaluation, continuous evaluation and final evaluation. An overall initial evaluation on the contents attained in previous years takes place at the beginning of the year. A continuous evaluation is carried out throughout the teaching-learning process and is used to re-structure the process.

At the end of each didactic unit the students do a final evaluation about it and will carry out a self-evaluation.

The evaluation tools are very different depending on what we are assessing. We will use observation through some student follow-up worksheets (appendix III). They are used to evaluate the basic competences via some indicators: attitude of the student, learning or coexistence difficulties, behavior, study habits and motivation to learn.

- Evaluation of the teaching practice

Not only the abilities acquired by the students are evaluated, but the teaching process has to be assessed, too. The tools that we use to evaluate the teaching practice are: observation, through observation and follow-up worksheets and teacher's self-reflection, by means of a personal diary. The teacher will write down in his personal diary all perceptions which attract his attention in class, so that he can later work on them and reach a reflection process. (Appendix V)

The observation and follow-up worksheets are filled in after doing the different activities that we

want to evaluate. In our plan, the teacher will evaluate: the use of ICT and its application in the contents worked in class and the atmosphere in class: the students should think about the keys to reach an optimal atmosphere and try to explain why it is necessary. (Appendix VI) These tools will provide us with the required tools for the teacher to improve his teaching, as necessary.

#### F) Attention to diversity

We take as reference the Ley Orgánica 2/2006, de 3 de mayo, de Educación (Art. 22.4) (*Spanish Institutional Act 2/2006, of May 3, of Education, Section 22.4*) and the Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo en la Educación Secundaria (Art. 14) (*Aragonese Order of May 9, 2007, of the Regional Department of Education, Culture and Sports, which approves the curriculum for Secondary Education, Section 14*), which specifically refers to our Autonomous Community, in order to deal with attention to diversity.

In our classroom we have students with the specific need of educational support, more specifically two Asians students and one Romanian student with special education needs, as their level of knowledge of the language is very low and they have accessed the Spanish educative system late. Besides, there is a student who is repeating the fourth grade of Secondary Education and who shows no interest in learning the subject, he is not motivated and has a low performance level. The measures we will take will be non-significant adaptations of the curriculum, as we will not deviate significantly from it, but we will personalize the teaching-learning process with these students. The measures we will take will have an impact on the methodology, content and evaluation of the didactic units. The education process will be reinforced by the teacher and little changes will be executed, such as flexible grouping of students, different levels of difficulty and depth of the activities and their variety; revision of previous contents before presenting the new ones (significant learning), a balance between the explanations and students work, relating the activities with the everyday life of students (functional learning) and using different materials to work: student's book, workbook, the internet, etc.

### **III. Didactic units**

#### **Unit 0 - (Welcome Unit)- Let's Get it Started**

##### **1. Introduction and Justification**

This title makes reference to a famous song of the group "Black Eyed Peas". It is chosen to call students' attention and to introduce our subject this year.

##### **2. Contribution to the key competences**

In this didactic unit, we are working mainly with four key competences: linguistic communication, learning to learn, cultural and artistic and interpersonal and civic competence. We will try to apply them in the warm-up activities we have prepared for the first three lessons.

### **3. Competences in the foreign languages**

Linguistic communication competence is very important in this first didactic unit, because students are asked to express themselves in a natural way, giving their opinions about the song, participating in the warm-up activities. Students are also learning to learn, because they are working in group in this didactic unit, and they will be conscious of the importance of English as a foreign language, even to be able to understand the music they like. In this unit, maybe the most important competence is the cultural and artistic one. Students are asked to be creative and to explore the song and the meaning of it. Finally, we are also working with the interpersonal and civic competence, because they will be able to reach different cultures and they will learn to respect all of them. Group work involvement and cooperative learning are very important in this unit.

### **4. Learning objectives**

- To understand and produce oral messages contained in the song of this didactic unit.
- To increase the active vocabulary in this didactic unit (vocabulary related to parties and music, colloquial expressions)
- To practise the phonetic contents: intonation, rhythm in a modern song.
- To participate in all kind of activities in the English class, especially in the warm-up activities where they are asked to work in groups.
- To understand and respect the socio-cultural aspects, in this case, American culture and the intercultural society they have.
- To deduce the meaning of the words by the context in the song.
- To promote memorizing some parts of the song, so they can sing together, and at the same time understand what it means.
- To educate towards tolerance and respect, being able to understand other cultures and working in a collaborative way.
- To make students be conscious of their progress, using other songs with similar characteristics to “Let’s Get it Started” and they will realize that now they are able to understand more vocabulary than before.
- To respect traditions and habits in the English speaking countries, since they will understand them in the song.
- To be aware of the importance of speaking a foreign language correctly, because through this song, they will realize that English can be also useful to understand things they are interested in (music, TV series, etc.)

### **5. Contents**

- Understanding and identification of the vocabulary of the song and the most common features of colloquial or informal language used in songs.
- Ability to express orally their opinions about topics in which they are interested in: music, American culture.
- Acquisition of fluency in speaking and listening.
- Involvement in group activities, collaboration with all the members in a group to complete an activity.
- Awareness of previous knowledge in English.

## **6. Methodology**

- Meaningful learning: students will learn vocabulary and expressions from a song, and they will be interested in this topic (parties, music, dancing), so it will be easier to them to understand the concepts.
- Encouragement of an atmosphere of acceptance and respect through group work.
- Flexible groupings and collaborative work.
- Use of different information resources to prepare their activities.
- Initial evaluation as an important element in the learning process, since students will be aware of the previous knowledge they have, and the aspects they need to revise.

## **7. Evaluation criteria**

- Initial evaluation - test with basic contents in 3rd of Secondary, to identify different levels in the class, to create adapted materials for specific students.
- Appropriate understanding of the chosen song, identifying the main vocabulary and expressions.
- Introduction to group work, showing a collaborative attitude with their classmates.
- Participation in class discussion about music, giving their opinions and trying to use the previous knowledge they have about grammatical aspects and vocabulary.
- Appropriate use of different resources to complete their task.

## **8. Materials and resources**

- CD with the song.
- Several American magazines of music
- Worksheets with instructions of group-warm up activities.
- Lyrics of the song
- Computers (one hour in the computer room)

**9. Approximate timing:** it is the initial didactic unit, so it is shorter than the next ones. Its duration will be three sessions, about three hours of class (the first week of the year course).

## **Unit 1- Who knows you better?**



## **1. Introduction and Justification**

In this unit, we are dealing with family and friends issues, with relationships. Students will give their opinion about people that surround them. They are invited to think about themselves, their personality, their interests, and then try to decide who knows them better (their family or their friends) and explain why they think that.

## **2. Contribution to the key competences**

In this didactic unit, we are working mainly with five key competences: linguistic communication, learning to learn, personal initiative and autonomy, knowledge and interaction with the physical world competence and interpersonal and civic competence. We will try to apply them through this first didactic unit, encouraging students to give their opinion and reflect on their lives.

## **3. Competences in the foreign languages**

Linguistic communication competence is very important in this first didactic unit, because students are asked to express themselves in a natural way, giving their opinions about the topic (their family and friends, the relationships with them), participating in all the activities proposed by the teacher (especially in speaking, where they should give their opinion). Students are also learning to learn, because they are thinking about themselves; it is important to know who you are and how the world that surrounds you is, so we are also dealing with knowledge and interaction with the physical world competence. They are not only reflecting on who they are, but also they are analysing their relationships that exist with their families and friends, so we are working on interpersonal and civic competence. Finally, we are also dealing with personal initiative and autonomy competence, since students will learn how to express themselves, give their own opinions and they will acquire some strategies to develop their own personality.

## **4. Learning objectives**

- To understand and produce oral messages about students' personality, family and friends; to give their opinion and reflect on their lives.
- To increase the active vocabulary in this didactic unit (vocabulary related to family, friends, personal relationships, personality)
- To participate in all kind of activities in the English class, especially in the discussions about relationships.
- To understand and respect other students' opinions, realizing there are different lifestyles and ways to relate to other people.
- To deduce the meaning of the words by the context in the proposed text.

- To educate towards tolerance and respect, being able to understand other lifestyles, understanding that relationships are complex and they are very different depending on the person, but it does not mean they are “good” or “bad”.
- To make students be conscious of their progress, their ability to express their ideas, opinions, etc. To emphasize the importance of being independent, of developing an autonomy and a personal opinion about the world.

### **5. Contents:**

- Ability to describe, both orally and writing, someone they know well (a member of their family or a friend).
- Expression of habitual situations and actions in progress.
- Ability to express students’ opinion, agreement or disagreement with other students’ opinions.
- Acquisition of some strategies to defend their points of view, and at the same time showing respect to their classmates’ judgments.
- Understanding and identification of the vocabulary of the text.
- Acquisition of fluency in speaking and listening.
- Involvement in group activities, in debates or discussions.
- Awareness of previous knowledge in English.

### **6. Methodology**

- Autonomous learning
- Encouragement of an atmosphere of acceptance and respect through groupwork and debates.
- Flexible groupings and collaborative work.
- Use of different information resources to prepare their activities.
- References to real life, things they know and they have experienced.
- Participative and active methodology:
- Use of authentic materials.

### **7. Evaluation criteria**

- Elaboration of a composition, describing someone they know well, emphasizing his/her main features.
- Appropriate understanding of the article, identifying the main vocabulary and expressions related to personal relationships.
- Introduction to formal debate, participating in an active way and trying to give reasons for their opinions.
- Participation in class discussion about relationships, giving their opinions and trying to use the previous knowledge they have about grammatical aspects and vocabulary.

### **8. Materials and resources:**

- Students' book, workbook.
- Article in a magazine about problems with your family and friends.
- Index to carry out a debate in class about the title question: Who knows you better, your family or friends?

**9. Approximate timing:** About 10 sessions of 50 minutes each one. About 2 weeks and a half.

## **Unit 2 - Night Monsters**

### **1. Introduction and Justification**

In this unit, we are introducing Halloween festivity, since it is an American tradition and students are interested in celebrating it.

### **2. Contribution to the key competences**

In this didactic unit, we are working mainly with four key competences: linguistic communication, learning to learn, cultural and artistic competence and interpersonal and civic competence. We will try to apply them through this second didactic unit, encouraging students to participate in class and in group work.

### **3. Competences in the foreign languages**

Linguistic communication competence is very important in this didactic unit, because students are asked to give their opinion about Halloween tradition, participating in all the activities proposed by the teacher (especially in a theatre play they have to represent). Students are also learning to learn, because they will develop some activities in their own. They need to work in a collaborative way with their classmates to get successful goals (for example, a good theatre play), so we are working on interpersonal and civic competence. We are also dealing with cultural and artistic competence, since students need their artistic abilities and their imagination to create original stories and plays to amuse their classmates.

### **4. Learning objectives**

- To understand and produce oral messages about Halloween festivity and the issues related to it.
- To increase the active vocabulary in this didactic unit (vocabulary related to Halloween: monsters, witches, "creepy" issues)
- To participate in all kind of activities in the English class, especially in the theatre play they are going to represent.
- To understand and respect other students' tasks.
- To deduce the meaning of the words by the context in the proposed text and to interpret the meaning of words in a correct way.
- To understand and respect different cultures and traditions.

## **5. Contents**

- Ability to express themselves orally in a theatre play where they will represent a “terrific” story.
- Expression (oral and written) of habitual situations in the past (using Past simple, Past Continuous, “used to”)
- Acquisition of some strategies to interpret an English play.
- Understanding and identification of the vocabulary of the text.
- Acquisition of fluency in speaking and reading and comprehension.
- Involvement in group activities to create a theatre play.
- Awareness of previous knowledge in English.

## **6. Methodology**

- Autonomous learning
- Encouragement of an atmosphere of acceptance and respect through groupwork.
- Flexible groupings and collaborative work.
- Use of different information resources to prepare their activities.
- Participative and active methodology:
- Use of authentic materials.

## **7. Evaluation criteria**

- Elaboration of a brief script to interpret a play following the “Halloween” topic, using the vocabulary and grammar points of past actions.
- Appropriate understanding of the brief stories they are asked to read in the website chose by the teacher, and show this understanding when representing the play.
- Improvement and development of fluency in speaking (through the play) and reading and comprehension (through the stories and its representation).

## **8. Materials and resources**

- [http://www.halloweenishere.com/ghost\\_stories.html](http://www.halloweenishere.com/ghost_stories.html) > Ghost Stories
- Students’ book, workbook.
- Computers (one hour in computer’s room) to read the short stories.

**9. Approximate timing:** About 10 sessions of 50 minutes each one. About 2 weeks and a half.

## **Unit 3 - The Olympic Games**

### **1. Introduction and Justification**

We have chosen this title because in this unit students will work with new vocabulary concerning to sports. From that point on, they are going to learn how to use adjectives, so that they will be able to describe sports as well as to compare different sports. They will also take the role of a coach to practice how to give instructions.

## **2. Contribution to the key competences**

In this didactic unit, we are working with all the key competences: linguistic communication, personal initiative and autonomy, knowledge and interaction with the physical world competence, data processing and digital competence, interpersonal and civic competence and cultural and artistic competence.

## **3. Competences in the foreign languages**

Linguistic communication is the main competence to achieve in this didactic unit, because students are asked to express both writing and orally, participating in all the activities proposed by the teacher. In order to achieve this goal, we propose previous exercises to work with some grammar aspects (adjectival endings, suffixes, prefixes, participial adjectives and comparison of adjectives) and pre teach some vocabulary.. Students are going to work with data processing and digital competence and personal initiative and autonomy competence at the same time, because they are asked to look for information about the topic in an autonomous way. The learning to learn and interpersonal competences are also enhanced through group works. Finally, the cultural competence is worked too since the Olympic Games and sports in general are cultural events and learning about them, students acquire a broader view of the cultural to which they belong.

## **4. Learning objectives**

- To understand and produce oral and written messages about sports (descriptions, comparisons and giving instructions.as coaches)
- To increase the active vocabulary in this didactic unit (vocabulary related to sports and descriptive adjectives).
- To participate in all kind of activities in the English class: discussions, presentations, grammar exercises...
- To respect other students' speaking time.
- To be able to access to reliable information on the Internet.
- To deduce the meaning of the words by the context in the proposed text.
- To make students be conscious of their progress, their ability to express their ideas, opinions, etc. To emphasize the importance of understanding and appreciating differences through the comparison.

## **5. Contents**

- Ability to describe, both orally and writing, a sport.
- Acquisition of some grammar strategies to make comparisons.
- Ability to give simple instructions on how to play a sport.
- Understanding and identification of the vocabulary of the text.
- Acquisition of fluency in speaking and listening.
- Involvement in group activities, in debates or discussions.

- Awareness of previous knowledge in English.

## **6. Methodology**

- Autonomous learning
- Encouragement of an atmosphere of acceptance and respect through groupwork and debates.
- Flexible groupings and collaborative work.
- Use of different information resources to prepare their activities.
- References to real life, things they know and they have experienced.
- Participative and active methodology:
- Use of authentic materials.

## **7. Evaluation criteria**

- Elaboration of a composition, comparing two different sports.
- Appropriate understanding of the newspaper article, identifying the main vocabulary and expressions related to sports.
- In groups, representation of a simple role play where a coach explains a new players how to play the sport.
- Participation in class discussion about The Olympic Games, trying to use the previous knowledge they have about grammatical aspects and vocabulary.

## **8. Materials and resources**

- Students' book, workbook.
- Article about the Olympic Games, its history and relevance (London 2012: Olympic Games flame lit in Greece by Claire Heald. Available online from the following link: <http://www.bbc.co.uk/news/world-europe-18002760>)
- Computers will be needed for a session with internet access to search for information about some sports (reserve a computer room)

**9. Approximate timing:** About 7 sessions of 50 minutes each one (2 weeks more or less).

## **Unit 4 - Dear Friend**

### **1. Introduction and justification**

We have chosen this title because it is a famous writing tradition when it comes to write a letter to a friend. This is useful because in this unit students are asked to write a letter to a friend.

### **2. Contribution to the key competences**

In this didactic unit we are working the competence in linguistic communication, interpersonal and civic competence, Data processing and digital competence.

### **3. Competences in the foreign languages**

In this didactic unit we will mainly work the competence in linguistic communication because students will be asked to carry out some "fill the gap" exercises, which imply the understanding of the grammatical rules and the different in use of these two verb tenses. Students will also be asked to read a text and to identify and underline sentences using the present perfect simple and sentences using the present perfect continuous. In addition, students will be asked to be grouped in pairs and individually write an informal letter to one another, expressing their opinion about a topic of their choice. Then, they have to change exchange the letters and correct their classmate's mistakes, using the textbook, dictionaries or any other source of information. Learning to learn competence is dealt with since students mutually correct their mistakes. Finally, each member has to express her /his opinion about a topic chosen by both of them. So, Interpersonal and civic competence will also be dealt with in this task since this task involves work in pairs, which improve coexistence and fellowship.

#### **4. Learning objectives**

- To be able to distinguish the difference in use of the present perfect simple and the present perfect continuous.
- To read and understand a real text written in English .
- To identify the present perfect simple and the present perfect continuous structure.
- To know in which situation it should be used the present perfect simple or the present perfect continuous.
- To write in an understanding way an informal letter.
- To develop the proper use of English writings traditions.
- To express their opinion and interact orally in common communicative situations and in a comprehensible and appropriate way with some level of autonomy
- To develop the learning autonomy through the active involvement on the correction of a letter.
- To give the student the possibility of co-evaluation.
- To develop attitudes, work habits and strategies for the acquisition of a foreign language by using all available means, such as collaboration with others.
- To understand and respect different opinions.
- To practice good manners in oral communications, respecting speech turns.

#### **5. Contents**

- Written exercises about when to use the present perfect simple and the present perfect continuous.
- The application of English grammars rules.
- Reading and general understanding of a text about life experiences in which the present perfect simple and the present perfect continuous are used.
- Consolidation and expansion of diverse reading strategies



- Identification of the structure of the present perfect simple and the present perfect continuous in such text.
- Production of a written letter about their own life experience.
- Use of the appropriate register to the target speaker.
- Correct use of spelling and different punctuation marks.
- Interest in the careful presentations of the written dialogue.
- The reading aloud of such dialogue.
- Interest in the pronunciation and intonation.
- Involvement in the evaluation process, each pair mutually correcting their mistakes.

## **6. Methodology**

- The promotion of autonomy in the carrying out of grammar exercises.
- The promotion of an understanding reading of a text.
- The promotion of an atmosphere of acceptance and respect through the work in pairs
- The promotion of the knowledge the student have of her/his own learning process, through the hand in of a written letter to be returned to the student corrected by the teacher.

## **7. Evaluation criteria**

- The Understanding of the different use of the present perfect simple and the present perfect continuous.
- The identification of the structure of the present perfect simple and the present perfect continuous.
- Good choice in the type of register in the composition of a letter.
- The realization of a comprehensible, coherent written text, with orthography and good disposition of the space.
- The good adequation to English writing traditions.
- The production of an understanding, clear and orderly oral message expressing their own opinion about a topic.
- Good pronunciation and intonation.
- Work in pairs: showing a collaborative attitude with their classmates.

## **8. Materials and resources:**

Grammar exercise: <http://www.ego4u.com/en/cram-up/grammar/prepersim-preperpro/exercises>  
(exercise 1)

Reading text: <http://www.ego4u.com/en/cram-up/grammar/prepersim-preperpro/exercises>  
(exercise 10)

**9. Approximate timing:** The duration, this didactic unit is ten sessions of fifty minutes each. This is about two and a half weeks of class.

## **Unit 5 - What a weird day!!**

### **1. Introduction and justification**

We have chosen this title because in this unit students are asked to write a composition about an important event that took place in their town and afterwards, they have to explain in front of all their classmates what they were doing that day when the event took place.

### **2. Contribution to the key competences**

In this didactic unit we are dealing with the competence in linguistic communication, personal initiative and autonomy, cultural and artistic competence and digital competence.

### **3 Competences in the foreign languages**

In this unit we deal with the competence in linguistic communication since students are asked to carry out some exercises about indirect and direct objects in which they will have to circle the direct objects and underline the indirect objects, and there is also a translation exercise about sentences using direct and indirect objects. This implies the understanding of grammatical rules about objects. Personal initiative and autonomy and cultural and artistic competence are also dealt with since students are asked to write a report about an event that happened in their town. To get information of the event, students can search in the Internet. So, data processing and digital competence is also dealt with as there is a guided use of Internet as a method for finding information. Then, students are asked to be grouped in groups of 4 or 5 members and explain what they were doing the day the event took place. With this task, civic competence will also be dealt with since this task involves work in pairs, which improve coexistence and fellowship.

### **4. Learning objectives**

- To know whether a direct or indirect object should be used.
- To translate objects in a proper way, not to confused indirect with direct or vice versa.
- To produce a composition about a past event in an understanding way.
- To understand general information of written on-line texts.
- To develop attitudes, work habits and strategies for the acquisition of a foreign language by using all available means, such as the to use different resources, especially those technologies information and communication resources, in order to obtain, select and present written information.
- To develop the proper use of English writing traditions.
- To produce in an understanding way oral messages about past events.
- To talk in public in an understanding way, being able to draw the audience's attention.

### **5. Contents**

- Written exercises about when to use direct or indirect objects.

- The application of English grammars rules.
- Consolidation and expansion of diverse translating strategies.
- Development of writings skills to produce a report about an important event.
- Correct use of spelling and different punctuation marks.
- Interest in the careful presentations of the written reports.
- Development of skills to produce an oral report about an important event.
- Use of the appropriate register to the target audience.
- Interest in the pronunciation and intonation.
- Interest in the careful of oral proceedings.
- Use of communication strategies to overcome difficulties and draw audience's attention.
- Involvement in the evaluation process, each group can self-correct their mistakes.

## **6. Methodology**

- The promotion of autonomy, through the carrying out of a grammar exercises.
- The promotion of writing techniques to report past events.
- Use of different sources of information (ICT)
- The promotion of oral skills through an oral proceeding in front of a group of classmates.
- The promotion of an atmosphere of acceptance and respect through classmates interaction.
- The promotion of the knowledge the student have of her/his own learning process, through the hand in of a written composition of a past event to be returned to the student corrected by the teacher.

## **7. Evaluation criteria**

- The correct use of direct and indirect objects, distinguishing when they have to use each.
- Proper translation of objects, without confusion between direct and indirect.
- The realization of comprehensible, coherence written text, with orthography and good disposition of the space.
- The understanding of general information of written on-line texts
- The proper use of technologies information and communication resources, the good procurement and selection of information.
- The good adequation to English writing traditions.
- The production of an understanding, clear and orderly oral message about past events.
- The capacity to make an oral speech interesting, in such a way that it draws the audience's attention.

**8. Materials and resources:** <http://www.easyenglish.com/lesson.asp?him.txt> and computers.

## **9. Approximate timing**

The duration, this didactic unit is ten sessions of fifty minutes each. This is about two and a half weeks of class.

## **Unit 6 - Who? What? When? Where?**

### **1. Introduction and justification**

We have chosen this title because most of the relatives' pronouns are wh- words, that is, they start by the letters "wh" (such as who, which, whose...). This is a good way for students to remember which one are the relatives pronouns.

### **2. Contribution to the key competences**

In this didactic unit we are dealing with competence in linguistic communication, Personal initiative and autonomy, Knowledge and interaction with the physical world.

### **3. Competences in the foreign languages**

In this didactic unit we are dealing with competence in linguistic communication since students are asked to carry out some exercises about relative clauses, so they need to understand and identify the English grammatical rules about relative clauses and its uses. Personal initiative and autonomy is also dealt with since they are asked to individually write a description of a place they have visited. They are also asked to read an article of a newspaper. Then, they have to exchange the descriptions and correct their classmate's mistakes, using the textbook, dictionaries or any other source of information. Besides, learning to learn competence is also dealt with since students mutually correct their mistakes. Finally, this unit also deals with the competence knowledge and interaction with the physical world because students have to work in pairs and describe to their classmate a photo about a foreign country, so in this way they have to interpret the real world (not get stuck in their reality) and learn some aspects of a different culture (be open-minded to know different worlds). This task also deals with interpersonal and civic competence since work in pairs is involved, which improves coexistence and fellowship.

### **4. Learning objectives**

- To know how relative clauses work in English.
- To distinguish when a relative pronoun is compulsory or not.
- To develop the writing skills required to describe a place.
- To develop the learning autonomy through the active involvement on the correction of a description.
- To give the student the possibility of co-evaluation.
- To read and understand a real text written in English.
- To develop attitudes, work habits and strategies for the acquisition of a foreign language by using all available means, such as collaboration with others.

- To develop the proper use of English writings traditions.
- To develop the oral skills required to describe a place.
- To orally describe in an understanding way a picture.
- To educate towards tolerance and respect towards foreign cultures.
- To practice good manners in oral communications, respecting speech turns.

## **5. Contents**

- Written exercises about relative clauses.
- The application of English grammars rules.
- Development of writings skills to describe a place they have visited.
- Correct use of spelling and different punctuation marks.
- Interest in the careful presentations of the written descriptions.
- Development of skills to produce a description.
- Use of the appropriate register to the target audience.
- Development of reading skills.
- Interest in the pronunciation and intonation.
- Interest in the careful of oral proceedings.
- Involvement in the evaluation process, each pair mutually correcting their mistakes.

## **6. Methodology**

- The promotion of autonomy, through the carrying out of a grammar exercises.
- The promotion of writing techniques to describe places.
- The promotion of oral skills through an oral interaction with a classmate
- The promotion of an atmosphere of acceptance and respect through the work in pairs.
- The promotion of the knowledge the student have of her/his own learning process, through the hand in of a written description to be returned to the student corrected by the teacher.

## **7. Evaluation criteria**

- Understanding of the different use of the different relative pronouns.
- Good choice in the type of register.
- Good pronunciation, intonation.
- The realization of comprehensible, coherent written text, with orthography and good disposition of the space.
- The good adequation to English writing traditions.
- The production of an understanding, clear and orderly oral message about a description of a place.
- Work in pairs: showing a collaborative attitude with their classmates.
- To read and understand a real text written in English

## **8. Materials and resources**

- Grammar exercise: <http://www.vivquarry.com/wkshts/relative1q.html> different pictures of people from different cultures.
- Newspaper article: <http://www.guardian.co.uk/football/blog/2013/jan/07/lionel-messi-ballon-dor>

**9. Approximate timing:** The duration of this didactic unit is ten sessions of fifty minutes each. This is about two and a half weeks of class.

## **Unit 7 - What will you be doing in 15 years time?**

### **1. Introduction and Justification**

We have chosen this title because it refers to the initial speech the teacher has to do in this didactic unit about his personal plans and hopes, for students to become familiar with future forms, discussing his future plans as well as his thoughts about the future.

### **2. Contribution to the key competences**

In this didactic unit, the most important competences are: linguistic communication, knowledge and interaction with the physical world, learning to learn and interpersonal and civic competence.

### **3. Competences in the foreign languages**

Linguistic communication competence has a very important role in this didactic unit since students are required to express themselves naturally in the English language, making predictions and talking about future plans. The activities designed for this unit contributes to the development of knowledge and interaction with the physical world competence, as they learn to draw conclusions in order to make decisions for the future. Students are required to make a writing task about how are they going to live in 15 years. So, we are also working with the learning to learn competence, because students have to think in their real lives, in their future plans, which is something motivating for them. We finally work with the interpersonal and civic competence, because in the classroom discussion they have to demonstrate that they know how to express themselves in different contexts, stating their own ideas while respecting those of others.

### **4. Learning objectives**

- To understand and produce oral predictions as well as written messages expressing their opinion about their future plans and the weather forecast contained in this didactic unit.
- To increase the active vocabulary in this didactic unit (vocabulary related to the weather, predictions, future plans, etc.): temperature, degrees, climate, time expressions, connectors, etc.
- To understand and practice the grammar points of this didactic unit: the future (will, be going to, future continuous, time clauses with future meaning and the use of present simple and present continuous to talk about the future).
- To practice the phonetic contents: pronunciation, stress, etc.

- To participate in all kind of activities in the English class, especially in the classroom discussion about 'what the future holds' expressing their opinions and giving answers to some questions introduced by the teacher as 'Will a new age of peace break upon us?' 'Will the global economic climate improve?' The teacher can also approach to this topic through some humor.
- To understand and respect the opinions of all classmates.
- To deduce the meaning of the words by the context in the different texts, questionnaires, etc.
- To make the students be conscious of their progress, as they can carry out a discussion in the classroom and speak fluently when expressing their ideas making a correct use of grammar.

## **5. Contents**

- Understanding and spontaneous production of opinions in face-to-face communications about future events related to the students ideas, thoughts and interests.
- General comprehension and understanding of the most relevant data of the different texts and activities issued by the teacher and appropriate to their ability and experience.
- Production of oral predictions, possible situations, suggestions and opinions by the use of 'will', 'going to' and other time clauses with future meaning.
- Involvement in the classroom discussion about topics related to weather as well as other topics of their interest, with the purpose of using the grammar points of this unit: Future tenses, making predictions and the weather.
- Use of appropriate vocabulary, expressions and sentences; cohesion, which is necessary to mark clearly the relationship between ideas and; use of basic strategies in the oral process.
- Correct use of spelling and different punctuation marks.
- Use of their knowledge concerning verb tenses and word formation (compounds, prefixes, suffixes) in the messages interpretation and production.
- Confidence and initiative for public speaking.

## **6. Methodology**

- Meaningful learning starts from the students' previous knowledge (present and past tenses); so choosing when to introduce the future with 'will' and 'going to' carefully can make all the difference in comprehension. We have chosen to introduce these forms when students were comfortable with the present simple and present continuous, as well as the past simple and continuous. This ensures that students are comfortable with the idea of a variety of auxiliary verbs and will be able to switch between these two future tenses with more ease.
- Encouragement of an atmosphere of acceptance and respect by means of a classroom discussion.
- Use of different information sources of information to prepare their activities. The teacher will access to some websites to obtain some help to reinforce and complement the grammar activities carried out in class.



- Promote students' awareness of their own learning process, by giving them examples of good websites where they can reinforce their language skills.
- Promote reading comprehension. Students can check if they have understood the text by answering a few questions about it.

## **7. Evaluation criteria**

- Appropriate understanding of the texts, identifying the main vocabulary and expressions.
- Participation in class discussion about different future plans and weather predictions, giving their ideas and trying to use the previous knowledge they have about grammatical aspects and vocabulary.
- Appropriate use of different resources to complete their tasks.
- Development of coherent texts.
- Correct use of spelling and different punctuation marks.
- Contribution of new ideas and originality when expressing them.

## **8. Materials and resources**

- Brief assessment criteria with the objectives the students must achieve in this unit.
- Three stories of people talking about what they want to do in life, and some questions of those texts. We can find them in Headway student's book, Pre-intermediate; John & Liz Soars (Oxford University Press).
- Lesson Plan of What the future holds, which could be a support for the teacher in the classroom discussion (optional) [<http://esl.about.com/od/popularculturelessons/a/2012-Lesson-Plan.htm>]
- Reading comprehension of the weather  
[http://esl.about.com/od/beginningreadingskills/a/d\\_weatherf.htm](http://esl.about.com/od/beginningreadingskills/a/d_weatherf.htm)], some questions to check if they have understood the vocabulary.
- Exercises to practice and reinforce the future tenses, found in Headway student's book, Pre-intermediate; John & Liz Soars (Oxford University Press).
- Quizzes asking to choose between future with 'will' or 'going to' found in Headway student's book, Pre-intermediate; John & Liz Soars (Oxford University Press).

**9. Approximate timing:** The length of this didactic unit is: ten lessons of fifty minutes each one (approximately two weeks and a half).

## **Unit 8 – 'World hunger'**

### **1. Introduction and Justification**

We have chosen this title, 'Ending world hunger is possible – so why hasn't it been done?' for being the title of the introductory text that will be offered to students at the beginning of this didactic

unit. Students should read the text so they will take ideas from it to undertake a small classroom debate.

## **2. Contribution to the key competences**

In this didactic unit, we work with the following competences: linguistic communication, interpersonal and civic, knowledge and interaction with the physical world, learning to learn and autonomy and personal initiative competence.

## **3. Competences in the foreign languages**

The activities included in this didactic unit, as the realization of a classroom debate, promote the development of linguistic communication competence, since communicate and converse are actions that require abilities to establish links and build constructive relationships with others. The classroom will be divided into two groups and the objective is to persuade the other group. Thus, this activity contributes to the development of interpersonal and civic competence. Moreover, it contributes to the development of knowledge and interaction with the physical world competence, since the use of conditionals in this activity helps students to represent information and raise hypothesis in order to answer the different questions; and also to learning to learn competence, because students have to prepare the debate in work groups. To meet their objectives, they should develop strategies to help them, something which is also a motivation for students. So, it increases the autonomy and personal initiative.

## **4. Learning objectives**

- To understand and produce oral and written messages contained in the text of this didactic unit: 'Ending world hunger is possible – so why hasn't it been done?'
- To increase the active vocabulary in this didactic unit (vocabulary related to conditional sentences: supposing, as long as, provided, if, would, etc. as well as vocabulary of the text)
- To understand and practice the grammar points of this didactic unit: zero, first, second and third conditional, wish clauses.
- To participate in all kind of activities in the English class, especially when performing the classroom debate.
- To understand and respect the socio-cultural aspects, in this case, different ways of life.
- To deduce the meaning of the words by the context in the text and the subsequent questionnaire.
- To read in a comprehensive way.
- To improve students' speech, by carrying out a classroom debate.
- To educate towards tolerance and respect, being able to work in a collaborative way.
- To make the students be conscious of their progress, as they can carry out a debate and speak fluently when expressing their ideas; and also using a correct grammar.
- To be aware of the importance of speaking a foreign language correctly.

## 5. Contents

- General comprehension and understanding of the most relevant data of the text issued by the teacher and appropriate to their ability and experience.
- Production of oral hypothesis, possible situations, suggestions and opinions by the use of if clauses, wish clauses, conditional questions, etc.
- Involvement in the classroom debate about hunger and other topics of their interest, with the purpose of using the grammar points of this unit: 1st, 2nd and 3rd, conditional—talking about hypothetical situations.
- Elaboration of several questions, statements and arguments that will help them during the debate; use of appropriate vocabulary, expressions and sentences; cohesion, which is necessary to mark clearly the relationship between ideas and; use of basic strategies in the oral process (previous notes, development of the activity and conclusion).
- Recognition and use of the basics of structure and control of the speech, according to the text.
- Use of their knowledge concerning antonyms, "false friends" and word formation (compounds, prefixes, suffixes) in the messages interpretation and production.
- Confidence and initiative for public speaking.

## 6. Methodology

- Meaningful learning: for being an original and new activity (they also have to reorganize the classroom space) and, for being concepts they have to put into practice in a real situation, it will be easier to them to understand and remember the new contents, also reinforced with a famous song.
- Encouragement of an atmosphere of acceptance and respect through group work.
- Use of different information resources to prepare their activities.
- Students should be able to understand the ideas of the text 'Ending world hunger is possible – so why hasn't it been done?', as well as the grammar points studied. They should also be able to prepare and carry out a classroom debate in groups, so they become aware of what they have learned, having the possibility to demonstrate their capacity to speak in English in an appropriate way.

## 7. Evaluation criteria

- Appropriate understanding of the text and the song, identifying the main vocabulary and expressions.
- Group work in order to carry out a debate, showing a collaborative attitude with their classmates.
- Participation in class discussion about the hunger in the world, giving their opinions and trying to persuade their partners with their ideas by the use of correct conditional sentences.
- Appropriate use of different resources to complete their task.
- Correct use of spelling and different punctuation marks.
- Contribution of new ideas and originality when expressing them.

## **8. Materials and resources**

- A written text given by the teacher and called 'Ending world hunger is possible – so why hasn't it been done?' taken from the webpage

<http://www.guardian.co.uk/commentisfree/2012/feb/15/ending-world-hunger>.

- Exercises of 1st, 2nd and 3rd conditional and vocabulary related, found in Hotline Secundaria student's book, Pre-intermediate; Tom Hutchinson (Oxford University Press).

- Computers (one hour in the computer room) to listen 'If I were a rich man', a famous song of Charles Chaplin and answer the subsequent questions:

[http://www.eslvideo.com/esl\\_video\\_quiz\\_high\\_intermediate.php?id=7429](http://www.eslvideo.com/esl_video_quiz_high_intermediate.php?id=7429)

**9. Approximate timing:** The length of this didactic unit is: ten lessons of fifty minutes each one (approximately two weeks and a half).

## **Unit 9 – All you need is love**

### **1. Introduction and Justification**

This title makes reference to a famous Beatles song, written by John Lennon. The purpose is to call attention of students, since the short stories included in this didactic unit share a common topic, which is love.

### **2. Contribution to the key competences**

In this didactic unit we are working with almost all the competences: linguistic communication, personal initiative and autonomy, learning to learn, digital, knowledge and interaction with the physical world and cultural and artistic competence. We will apply them in the several activities, short love stories, questionnaires, interviews and dialogues we have prepared for this didactic unit.

### **3. Competences in the foreign languages**

The knowledge, skills and attitudes proper to this unit contributes to the development of the linguistic communication competence, because allow students to express thoughts, experiences, opinions, as well as to make dialogues, etc..., which also contributes to the development of personal initiative and autonomy. It also comes into play learning to learn competence, because students are asked to look for information autonomously according to the objectives: to write the biography of a famous person they admire; establishing strategies they deem necessary to carry out this task. In the same way, digital competence is also important here, as they must have skills to search, collect and process information to transform it into knowledge. Students are asked to interpret a dialogue produced by them, in groups or in pairs, in which they must use the verb tenses studied in this unit. This allows the development of knowledge and interaction with the physical world, as it helps them to participate adequately and also demonstrate a critical sense of

the reality. Furthermore, creativity and expression of feelings through dialogues contribute to the development of cultural and artistic competence.

#### **4. Learning objectives**

- To read several stories and biographies in a comprehensive and autonomous way so as to get to varied information sources and as a possibility to know different cultures and different ways of life.
- To understand and produce written messages contained in different stories and interviews included in this didactic unit.
- To increase the active vocabulary in this didactic unit (vocabulary related to books: author, biography, novel, romance, story, writer, etc.)
- To understand and practice the grammar points of this didactic unit: past perfect simple and past perfect continuous.
- To participate and express their opinion in all kind of activities in the English class.
- To deduce the meaning of the words by the context in the different love stories, interviews with writers, etc.
- To read in a comprehensive way.
- To encourage the student towards graded reading books.
- To educate towards tolerance and respect, being able to understand other cultures and working in a collaborative way.
- To make the students be conscious of their progress, bringing to the classroom an English book, be it well known, so that they can read a fragment together.

#### **5. Contents**

- Understanding and spontaneous production of opinions in face-to-face communications about past events related to the students experience and interests.
- Production of oral descriptions, narratives and explanations about experiences and events as well as different contents.
- General comprehension and understanding of the most relevant data of the different short love stories issued by multiple sources and appropriate to their ability and experience.
- Involvement in spontaneous communicative situations in the classroom sharing their opinions and in conversations on past events of their interest, with the purpose of using the past perfect simple and the past perfect continuous tenses.
- Use of communication strategies to overcome difficulties during communicative interaction and to initiate, keep and conclude communicative exchanges in the classroom.
- Autonomous reading of more extensive texts related to their favorite famous persons.
- Composition of a famous person biography; use of appropriate vocabulary; cohesion, which is necessary to mark clearly the relationship between ideas and; use of basic strategies in the writing process (planning, drafting and revision).

- Organization and use of learning resources, such as dictionaries, encyclopedias, reference books, libraries, etc.

## **6. Methodology**

- Meaningful learning starts from the students' previous knowledge; that is, new verb tenses to be learned are related meaningfully to the student's prior knowledge of verb tenses.
- When using the short love stories to improve the reading skills, teacher will always choose those ones closer to the students' level and to their interests, so they can enjoy reading them being able to contribute their ideas and opinions.
- Students should be able to understand short love stories as well as interviews with writers and, at the same time, they should be able to write a biography about a famous person, so they become aware of what they have learned, having the possibility to demonstrate their synthesis capacity.
- With those activities we promote the use of the Internet, as they are asked to look for new information.
- Use of different information resources to prepare their activities.
- Flexible groupings and collaborative work.

## **7. Evaluation criteria**

- Appropriate understanding of the texts, identifying the main vocabulary and expressions.
- Group work in order to interpret a dialogue, showing a collaborative attitude with their classmates.
- Participation in class discussion about different writers' stories, giving their opinions and trying to use the previous knowledge they have about grammatical aspects and vocabulary.
- Appropriate use of different resources to complete their task
- Development of coherent texts.

## **8. Materials and resources**

- Several short love stories, reports... about past events, found in Headway student's book, Pre-intermediate; John & Liz Soars (Oxford University Press).
- CD with a listening of an interview with Celia Young, the writer of *Hot Lips*, found in Headway student's book, Pre-intermediate; John & Liz Soars (Oxford University Press).
- Past perfect simple and past perfect continuous exercises, found in Hotline Secundaria student's book, Pre-intermediate; Tom Hutchinson (Oxford University Press).
- Different websites useful to the students for their redactions, i.e. Stories About People (Biographies) [<http://www.manythings.org/voa/people/>], which also have the audio file of the texts; or Famous People Lessons [<http://famouspeoplelessons.com/>], which also have exercises for students after each biography.
- Brief instructions and assessment criteria of the dialogues they have to interpret.
- Computers.

**9. Approximate timing:** The length of this didactic unit is: ten lessons of fifty minutes each one (approximately two weeks and a half).

## **Unit 10- The news**

### **1. Introduction and Justification**

We are going to review the passive voice in this unit through the organization of a news broadcast in the classroom. The students should learn to write informative paragraphs to elaborate the script. In the same way, they should learn to express their opinions and preferences, processes and changes as well as disappointment, to make an editorial. The class is organized in teams of five members each one and each group should choose a current topic to try and comment on.

### **2. Contribution to the key competences**

In this unit, we are working with almost all the competences. Of course, as in every unit, we focus on the competence of linguistic communication. Knowledge and interaction with the physical world, social competence, data processing and personal initiative and autonomy are key competences largely covered in this unit.

### **3. Competences in the foreign languages**

The knowledge, skills and attitudes proper to this unit contributes to the development of the linguistic communication competence because, among other things, it allows students to express opinions and preferences and to write informative paragraphs.

It also contributes to the development of personal initiative and autonomy because the student has to make some individual exercises at the beginning of the unit, to review the use of the passive voice. Learning to learn competence is worked because students are asked to establish strategies needed to carry out the task (as, for example, to determine how the group is going to organize: this is also related to social competence). Data processing and interaction with the physical world appear since they must have skills to search, collect and process information of the physical world and express an opinion about it. Furthermore, they are asked to apply the grammar they learn in the unit to the task (writing the script and presenting the news orally).

### **4. Learning objectives**

- To read several informative paragraphs and simple editorials in a comprehensive and autonomous way so as to get to varied information sources and to learn the structure of this kind of texts.
- To produce written informative paragraphs.
- To understand and practice the grammar point of this didactic unit: review and expansion of the passive voice.
- To participate in the elaboration of a news broadcast in the class.

- To understand and respect the different points of view of the other members of the team and the rest of the students in the class.
- To promote teamwork.
- To encourage the student towards topical subjects.
- To educate towards tolerance and respect, being able to work in a collaborative way.

## **5. Contents**

- General comprehension and understanding of the world trending topics.
- Involvement in the teamwork, sharing their opinions with the members of the team and trying to reach consensus.
- Use of the passive voice to produce informative paragraphs.
- Autonomous reading of texts related to the topic the team is going to comment on.
- Use of basic strategies in the writing process (planning, drafting and revision) to elaborate the script.
- Expression of opinion in the editorial.
- Expression of disappointment in the editorial.
- Organization and use of different sources to search information.
- Organization of teamwork as strategy for the learning progress.

## **6. Methodology**

- Meaningful learning starts from the students' previous knowledge about the different topics they are going to talk about and about the use of the passive voice.
- The teacher can help the teams choosing the topics but he or she does make the election so that, the students can enjoy reading about a topic of their interest and sharing their ideas and opinions.
- Students should be able to understand informative paragraphs and, at the same time, they should be able to write their own, to demonstrate their synthesis capacity.
- With those activities we promote the use of the Internet, as they are asked to look for new information.
- Use of different information resources to prepare their activities.
- Flexible groupings and collaborative work.

## **7. Evaluation criteria**

- Appropriate use of the passive voice in different grammar exercises.
- Group work in order to write the news broadcast script: some short informative paragraphs and an editorial.
- Participation in class discussion about the world trending topics, giving their opinions and trying to use the previous knowledge they have about grammatical aspects and vocabulary.
- Appropriate use of different resources to complete their task.
- Development of a coherent script.



- Presentation of the news broadcast recorded.

## **8. Materials and resources**

- Textbook and workbook.
- Computer room use as requested by the students.
- Video cameras

**9. Approximate timing:** The length of this didactic unit is: ten lessons of fifty minutes each one (approximately two weeks and a half).

## **Unit 11- Hungry globetrotters**

### **1. Introduction and Justification**

In this unit, we are going to investigate about gastronomic customs around the world. Furthermore, we will learn how to order in a restaurant and to write a recipe using the modals and semi modals in its passive voice.

### **2. Contribution to the key competences**

In this didactic unit, we are working mainly with four key competences: linguistic communication, learning to learn and cultural competence.

### **3. Competences in the foreign languages**

Linguistic communication competence is very important in this didactic unit, because students are asked to learn to express orally to compare customs (for example; “Asians use chopsticks while Europeans use cutlery”).and to order food in a restaurant Moreover, they will apply the grammar learnt (modals and semi modals in its passive voice) to write a good recipe. Students are also learning to learn, because they will work in an autonomous way. We are also dealing with cultural and artistic competence, since students will learn about different cultures. The rest of the competences will also appear across the unit.

### **4. Learning objectives**

- To understand and produce oral messages about gastronomic customs around the world.
- To understand and produce written messages about gastronomic customs around the world.
- To increase the active vocabulary in this didactic unit: (basic vocabulary related to gastronomy and cooking— for example, the verbs add, pour, stir, mix, chop, etc...)
- To participate in all kind of activities in the English class, especially in the role playing of a world restaurant they are going to perform.
- To understand and respect other students’ tasks.
- To understand and respect different cultures and traditions.

- To apply the grammar about the passive voice of modals and semi modals and the new vocabulary to write a recipe.

## **5. Contents**

- Ability to express themselves orally in a role playing they are going to represent in groups (Each group will perform the scene of a restaurant located in a different continent).
- Ability to express themselves orally in a discussion comparing different gastronomic customs around the world.
- Acquisition of some strategies to interpret a play in English.
- Understanding and identification of vocabulary related to food and gastronomy in the sample recipes.
- Acquisition of fluency in speaking, reading and comprehension.
- Involvement in group activities to perform the role playing.
- Ability to use the passive voice of the modal and semi modal verbs to compose a recipe.
- Awareness of previous knowledge in English.

## **6. Methodology**

- Autonomous learning (to write the recipe, to do the grammar exercises)
- Encouragement of an atmosphere of acceptance and respect through teamwork (role playing).
- Flexible groupings and collaborative work (role playing).
- Use of different information resources to prepare their activities.
- Participative and active methodology:
- Use of authentic materials (simple recipes shown as a model).

## **7. Evaluation criteria**

- Elaboration of a brief script to interpret a role playing ordering food in a restaurant. As said before, each group will perform the scene of a restaurant located in a different continent
- Oral performance of the said role playing.
- Appropriate use of the grammar points of modal and semi modal verbs to write a recipe.

## **8. Materials and resources**

- Students' book, workbook.
- Blank recipe sheet (name of dish, ingredients, directions) to fill out on their own and some simple recipe samples.

**9. Approximate timing:** About 8 sessions of 50 minutes each one (about two weeks).

## IV. Legal provisions

### A) References to official state documents

The official state documents consulted to elaborate this teaching plan have been:

- Ley Orgánica 2/2006, de 3 de mayo, de Educación (*Spanish Institutional Act 2/2006, of May 3, of Education*)
- Real Decreto 1631/2006, de 29 de diciembre por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria (*Spanish Royal Decree 1631/2006, of December 29, which establishes the minimum curriculum to be taught at Compulsory Secondary Education*).

### B) References to official regional documents

The official regional documents consulted to elaborate this teaching plan have been:

- Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo en Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón (*Aragonese Order of May 9, 2007, of the Regional Department of Education, Culture and Sports, which approves the curriculum for Compulsory Secondary Education and authorises its application at schools of the Autonomous Community of Aragon*).
- Orden de 7 de julio de 2005 que regula la organización y el funcionamiento de los Centros Docentes Públicos de Educación Secundaria en la Comunidad Autónoma de Aragón (*Aragonese Order of July 7, 2005, which regulates the organisation and functioning of State Educational Centres of Compulsory Secondary Education in the Autonomous Community of Aragon*).

## V. References

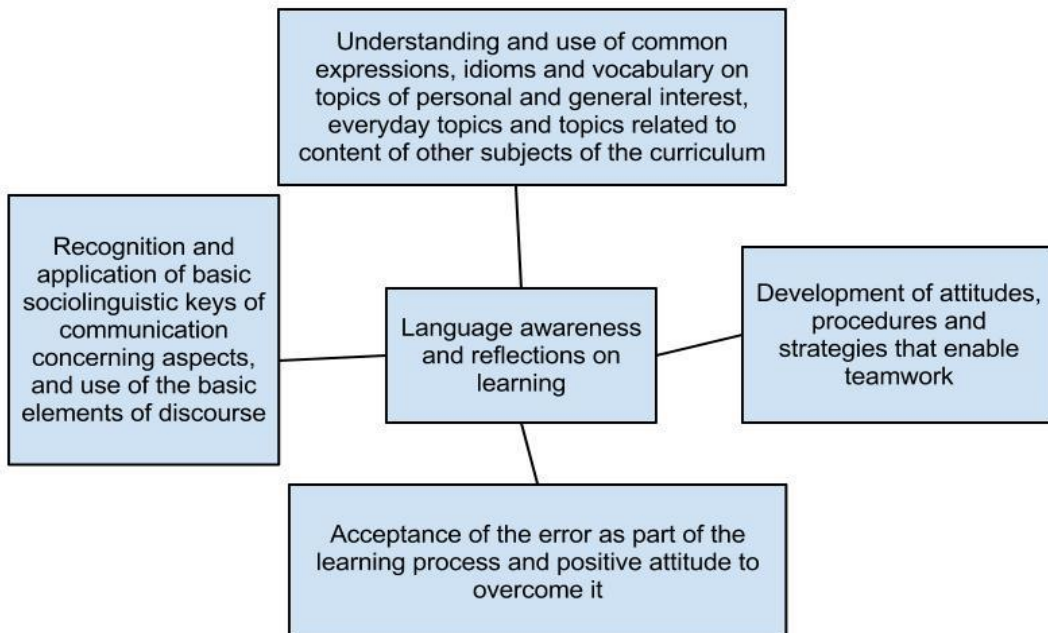
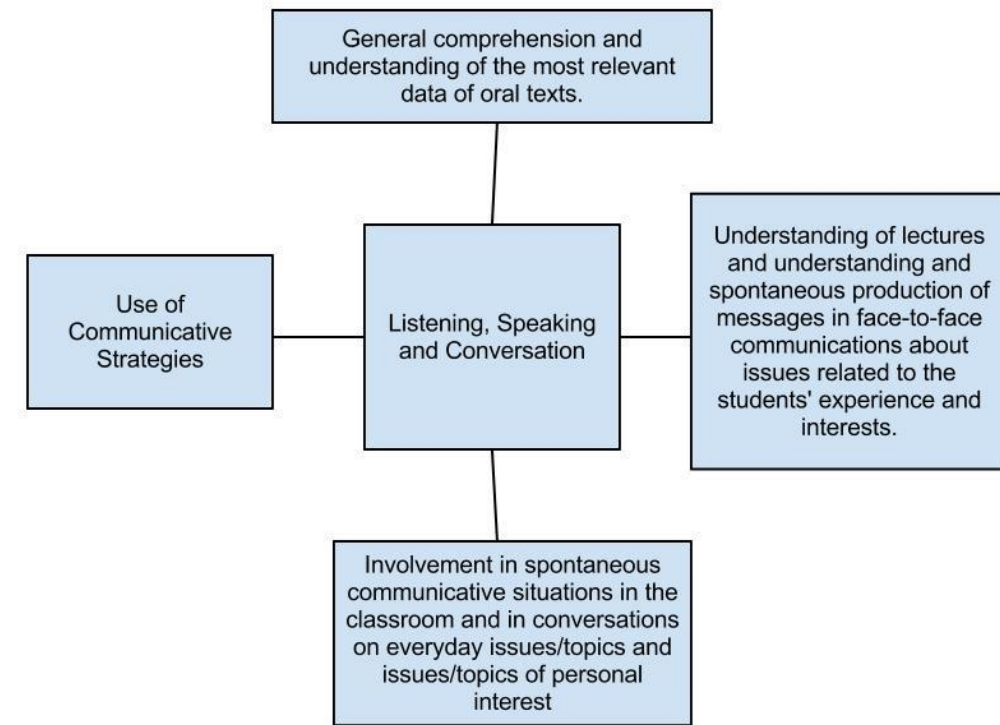
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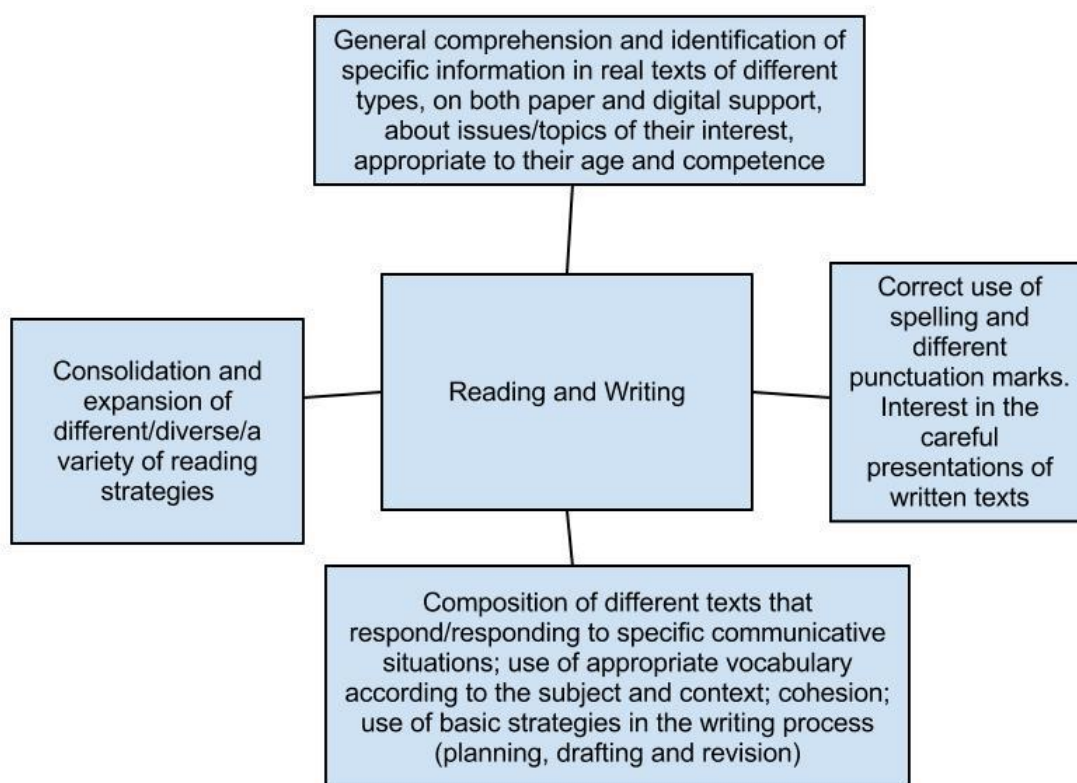
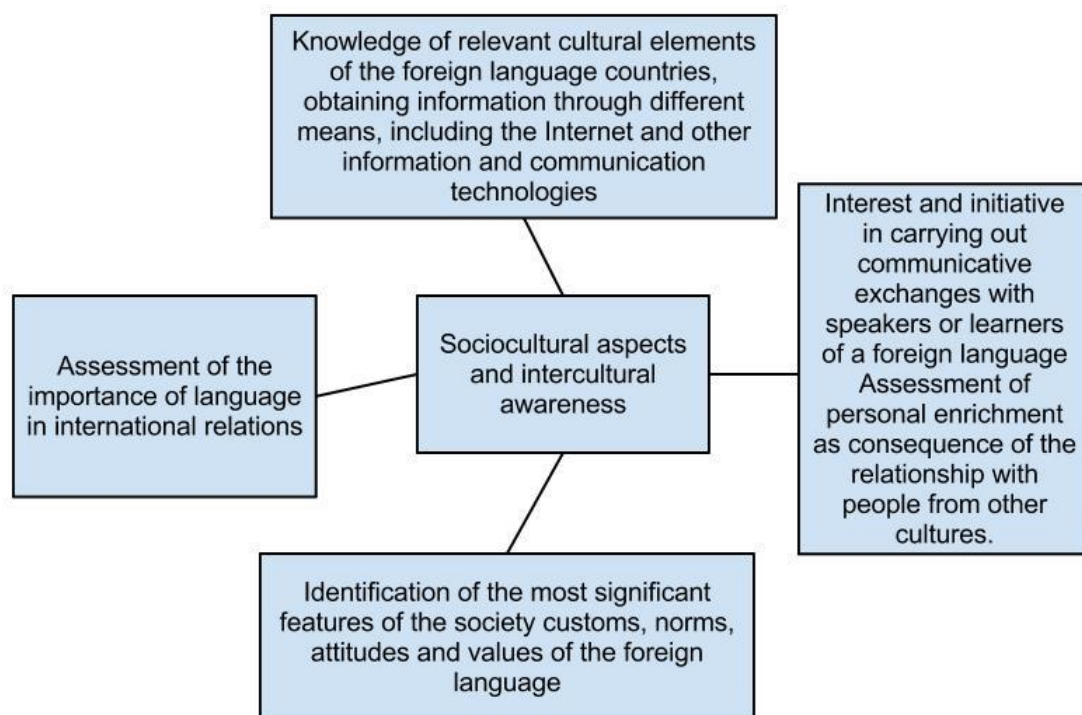
## Conclusion

As a conclusion we want to point out the main goals we have tried to define in this year plan. Our main aim is to transmit students an interest in the Anglo-Saxon culture, traditions, life-style, etc. We consider very important to create a good atmosphere in class and to do this, we need to respect each other (creating a good and respectful atmosphere between the teacher and the students). We also want to emphasize the importance of motivation, and our didactic units are focused on this factor. We also support the use of New Technologies in our lessons, always being monitored by the teacher and selecting the appropriate content, being the teacher a guide for students. Finally, we always try to keep in mind the diversity of the students and their needs.

## APPENDIXES

### Appendix I: Contents





## Appendix II: Complementary Activities

Throughout the course, the English department has planned a series of activities, some of them in collaboration with other didactic departments. The department will try to carry out these activities during the English lessons, but also during the schedule of some other subjects. These complementary activities will be carried out throughout the school year.

Taking into account the appeal of the students for computers and technology in general and, taking advantage of this great motivation, we want to use computers as a tool for revision or extension of the contents seen during a course. To this end, an English blog will be carried out by the students. Each month, students will propose a topic to write about in the blog. Students will write in the blog text about that given subject. The first month, it should be written individually, the following month it will be carried out in groups, and so on. Besides writing a text, they will also have to upload videos to the blog videos in English. These videos can be trailers or video clips taken from the Internet or videos made by themselves, in which they are singing, acting, telling stories etc in English. At the end of the month students will vote, anonymously, for their favorite text/video.

The account of those votes will be reflected in the blog, through a ranking of the best texts and videos. The winners will be awarded with the opportunity of decorating the classroom as they please throughout the following month. In short this is a blog created by and for students. Apart from all this, the department is to promote the use of interactive whiteboards and it will work with students the use of educational websites. The key competences worked here are: Data processing and digital competence personal initiative and autonomy, learning to learn.

Taking into account the importance of writing and reading, another of the main complementary activities is a competition of short stories in English. In this activity we will collaborate with the department of Spanish language and literature. Each term, the Spanish language teacher will explain during his/her teaching hours, the characteristics and conventions of a particular type of novel (eg black novel, biographies etc). The English teacher will be informed by the Spanish teacher about the contents they have seen in class. With this information, the English teacher will asked his/her students to write a short story of the type seen in the Spanish class. All students will hand in a copy of their short stories to the teacher, who will evaluate them. The English teacher will grant some classes to solve expression doubts about the stories, but the stories will be written by the students out of school hours. The English teacher will correct these short stories and give them back to the students. The mark in this given story will be taken into account for the final mark. The key competences worked here are: personal initiative and autonomy.

To familiarize students with the Anglo-Saxon culture, an activity will take place about Halloween. In this activity, students should be grouped into groups of 4 or 5 people. Each group will be assigned an activity to develop. These activities will be developed during the schedule of all subjects. These

activities will be carried out in English, and directed to elementary school children from the centre. These activities will consist on the elaboration of different workshops about related to Halloween (a cooking workshop with typical food from Halloween, a make-up workshop about Halloween disguises, curious mathematical games etc.). Students will collaborate with other departments to prepare costumes and activities, and they can also use other sources, especially ICT. The aim of this activity is to able students to explain in English a set of instructions and information, and ensure that such instructions are understood by a particular audience. The key competences worked here are: learning to learn, data processing and digital competence, knowledge and interaction with the physical world, interpersonal and civic competence.

We have also planned to carry out conduct two sessions of English theater in the school hall. The department will hire a company of actors specialized in the performance of English plays for students of English as a foreign language. The main aim is for students to understand English dialogues between natives in such a way that they are able to follow the play's plot. The key competences worked here are: knowledge and Interaction with the physical world, cultural and artistic competence.

In addition to these activities, we will collaborate with other departments in the development of the following ones:

- Activities about important international topics which we consider of special interest to be worked with students in different departments (for example, the week against intolerance).
- The possibility of cooperation in the elaboration of other activities that may be proposed by other departments, whenever we consider that they may directly or indirectly benefit our students.

These activities may vary if required by circumstances.

### Appendix III. Evaluation of the key competences

Student's name	KEY COMPETENCES	Learning to learn competence	Learning to learn competence	Interpersonal and civic competence	Autonomy and personal initiative	Learning to learn competence	Digital competence
	KEY COMPETENCES INDICATORS	Student's attitude	Completion of the tasks	Difficulties of learning or coexistence in the classroom	Involvement in the classroom	Motivation to learn	Use of New Information and Communication Technologies (ICT)

The items will be evaluated according to the following table:

High degree of achievement	A
Medium degree of achievement	B
Low degree of achievement	C



#### Appendix IV: Teacher's Diary

Day of the week	Guidelines:	Promotion and Enrichment of different learning styles	Use of different methodology	Promotion of a critical and reflexive attitude	Good command of the contents	Good classroom atmosphere	More developed characteristics	Less developed characteristics	Identified problems

We value the first five items:

High degree of achievement	A
Medium degree of achievement	B
Low degree of achievement	C

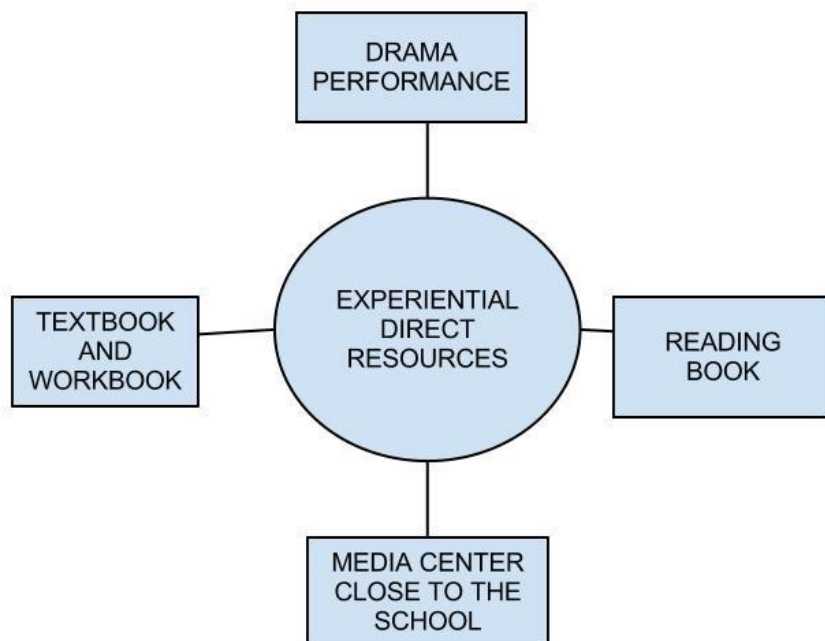
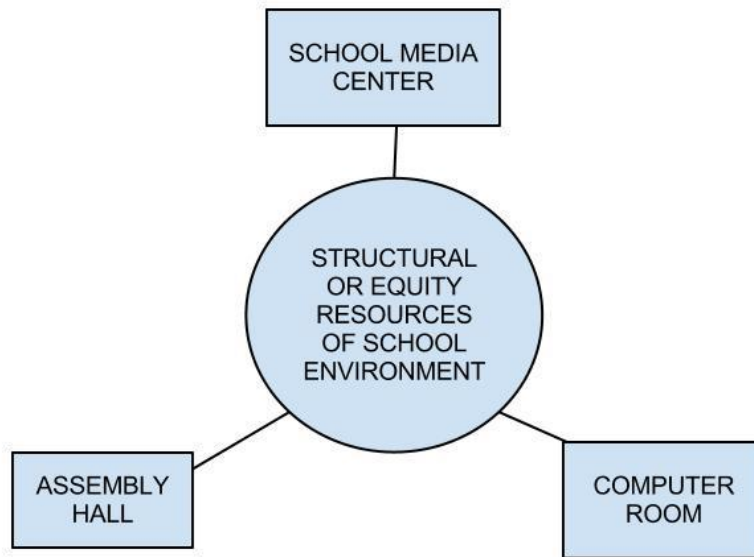
The teacher should comment freely the last three items.

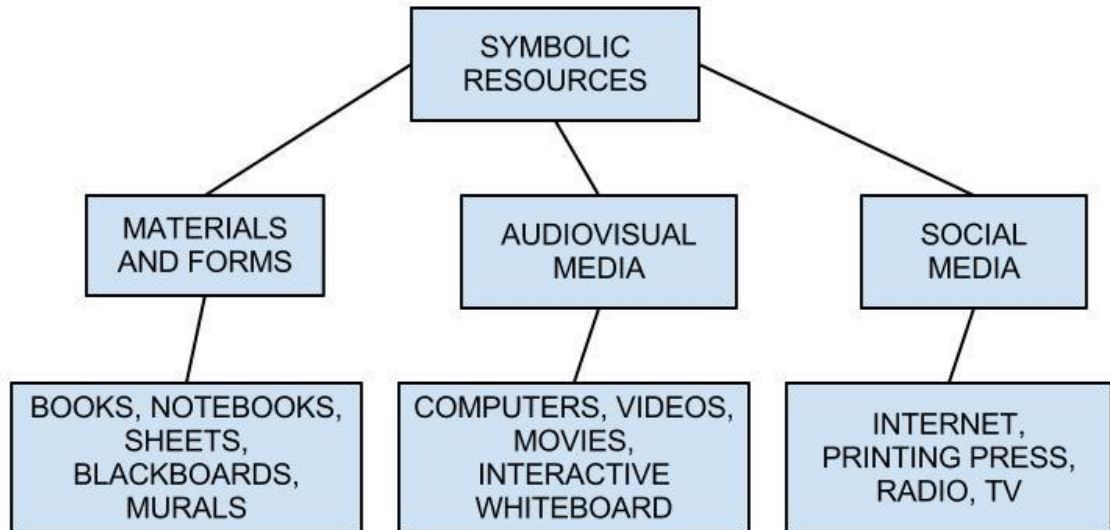
## Appendix V: Teaching practice observation sheets

Use of the ICTs and its implementation as a tool for the promotion of reading.

1. Have the students understood the work method as well as its utility and purpose?
2. Students' general evaluation of the used sources (dictionaries, press, activities...)
3. Have all the students used the ICTs correctly? Why?
4. Suitability of the activities and schedule.
5. Has the purpose of the activity been achieved?
6. Problems of the activity

Appendix VI: Resources







# LEARNING UNIT OF WORK

“Crime: It’s a jungle out there”

## ENGLISH

“Curso Superior de Inglés—II”

Escuela Oficial De Idiomas Nº 1 (Zaragoza)

Student: Ana Revilla Ruiz

Teacher assigned in the practicum center: Hernando Liaño

Teacher assigned in the Master: M<sup>a</sup> José Luzón

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## INTRODUCTION

Apart from the general courses leading to basic, intermediate and advanced certification in the different languages, the Official Language School Nº 1, in Zaragoza, offers refresher and specialization courses which are known as 'Specific courses'. The specialization courses allow students to acquire and improve skills, not only in the different languages and levels taught in the school but also in C1 and C2 levels of the Council of Europe, as they are defined in the Common European Framework of Reference for Languages.

This learning unit of work entitled '*Crime: It's a jungle out there*', is framed within one of the specialization courses offered by the Official Language School, called "Curso Superior de Inglés-II".

The curricular contents corresponding to this level are based on the competences established by the C1 level of the Council of Europe.

However, there is no curriculum for C1 level at the moment in the Autonomous Community of Aragon, although the same is under development and is expected to be in force for next year. The document taken as reference for the development of the objectives, contents, methodology and evaluation criteria of this didactic unit, has been the curriculum for the Advanced level of special language education, which is regulated by the Organic Law 2/2006, of 3 May on Education. (*Orden de 7 de Julio de 2008, de la Consejería de Educación, Cultura y Deporte, por la que se establece el currículo del nivel avanzado de las enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, que se imparten en la Comunidad Autónoma de Aragón*).

## JUSTIFICATION

I have developed the practical contents that will be addressed in this didactic unit according to the syllabus designed by the teacher of the *Curso Superior de Inglés—II*. After teaching the prior learning unit of work, entitled "Cities; Quality of Living" in which students have seen the different best qualities cities can offer, such as law enforcement, health-care facilities, transport facilities, environment, etc., the teacher wants to focus now on some of the negative aspects a city has got, such as accidents, crime, etc. As the teacher of the course gave me the opportunity to choose among one of those factors, I decided to design a didactic unit related to crime, because it is a very interesting topic which offers many possibilities when choosing authentic materials for designing tasks, games, for giving innovative current information, etc.



## CONTEXTUALIZATION

Specialization English courses at levels C1 and C2 of the Council of Europe, as they are defined in the Common European Framework of Reference for Languages, are oriented to teacher and other professional groups’ in Education and, in general, to adults with specific language learning needs: improvement of competences in different skills, development of sub-skills in one or several languages, languages for specific purposes, mediation or others. These courses are aimed likewise to those who wish to obtain an official certificate of specific skills in language use at levels C1 and C2 of the Council of Europe.

Particularly, the ‘Curso Superior de Inglés-II’ is conceived as a specialized course for the acquisition and improvement of the students’ writing and speaking English skills at C1 level of the Council of Europe. It is aimed at people with advanced knowledge of English wishing to improve their command of spoken and written English.

The course takes place during the second semester of the academic year 2012/2013 (from February to May) in the Official Language School No.1 Zaragoza, lasting 50 hours.

In the course, there are a total of 50 people registered, including teachers of the English subject, students and unemployed, as it is shown in figure 1.

Students’ profile		
Age	18-29	14 people
	30-39	18 people
	40-49	11 people
	50-59	6 people
	More than 60	1 person
Studies	Graduates and college students	46 people
	Graduates of Advanced Vocational Education or equivalent	4 people
Professions	Teachers	30 people
	Students	6 people
	Public employees (not teachers)	5 people
	Employee for hire or reward	2 people
	Unemployed	7 people

*(Figure 1)*

The course is divided into two groups of 25 persons and it is taught on Tuesdays and Thursdays from 16:00 to 18:00 hours (Group 1) and from 18:00 to 20:00 hours (Group 2).

The learning unit of work ‘Crime: It’s a jungle out there’ is to be carried out with Group 1.

## ORGANIZATION OF LEARNING UNIT

The learning units of work of the specialization courses, in the Official Language School, cannot last many hours because of the short duration of these courses.

The learning unit of work “Crime, It’s a jungle out there” consists of three lessons (300 minutes):

- Two lessons lasting 120 minutes each one (which is the equivalent to four lessons of 60 minutes); and
- One lesson lasting 60 minutes, which includes two phonemes’ pronunciation tasks.

To organize the lessons, I have used a document called ‘Planning 1’ (2002), provided by the teacher of the subject *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés*, taught in the Master. That document includes some examples of lesson plan formats or templates, which I took as a reference for the development of my own template. Furthermore, the teacher of the course provided me with a copy of one of his lesson plans, which helped me to incorporate some points to the draft template, in order to adapt it to the lesson organization usually adopted by the teacher in this course.

## Organization of the Lesson Plans

Within the lesson plans, although the number of tasks is not excessive (each lesson contains an average of three tasks), they contain multiple and varied subtasks (writing tasks, speaking tasks, etc.).

All the lesson plans are well structured:

- They contain a clear beginning, usually with the aim of reminding students what they have been learning in previous lessons, but also to tell them what they are going to do in the new lesson;
- They follow a logical procedure since all the tasks are well connected between them: starting tasks or pre-tasks not only are relevant but also necessary in most cases, to carry out subsequent tasks;
- Finally, all lesson plans contain also closing tasks or post-tasks, with the purpose of reviewing those contents learnt in each lesson.

## LESSON PLAN 1

In this first lesson plan students deal with previous learning units’ contents and also with some written documents about the world’s most dangerous cities: they are required to express themselves orally and in written form, using the language (register, language expressions and vocabulary, etc.) appropriate to each situation and without making many mistakes, although more people were talking at the same time in simultaneous conversations.

Furthermore, students have to work cooperatively in groups, developing ‘persuading’ strategies and making decisions when working in order to conduct a successful classroom debate: students have to show a critical attitude towards violence and crime, expressing their own ideas and listening to those of others.

In this lesson, students are going to deal with their digital competence through the efficient use of the Internet in the classroom, since they have to search for information on the best qualities some specific cities offer.

## LESSON PLAN 2

As this is the second lesson for students on the topic of crime, the teacher wants them to get more involved in the topic as well as in the criminal and police roles.

In this lesson, students will deal with Police procedural TV serials; some documents talking about the same breaking new, ‘a carjacking’; and they will also perform some role-plays.

After a pre-task, in which students will work with a number of newspaper articles talking about the same event (for them to relate the information and make guesses about the story), students are asked to work in pairs and in groups in order to carry out some role-play activities, which are excellent multi-skills tasks. They have to get involved in them being aware of the abilities that come into play, such as attention, concentration, motivation, memory or language command, obtaining the maximum efficiency by using different strategies and techniques. I think that students will satisfy their needs of expressing themselves in the English language, since I give them the opportunity to use it for specific purposes in specific contexts.

## LESSON PLAN 3

The structure of this lesson is a bit different than the previous ones. The first difference is that, unlike the first two lessons lasting 120 minutes each one, this lesson lasts only 60 minutes.

In first task, students will try to solve a curious murder without having too many clues and without taking notes (speaking pre-task).

Then, and this is the second difference to the previous lesson plans, students will practice some consonant phonemes of the English language (/s/, /z/, /ʃ/, /ʒ/), with the aim of orally discriminate and produce these sounds accurately. I decided to include some pronunciation tasks as a response to the students' questionnaire about their main objectives in the English learning during the course.

## LEARNING UNIT OF WORK

### CONTRIBUTION TO KEY COMPETENCES

- Linguistic communication competence. In this learning unit of work we are working with Knowledge, skills and attitudes proper of this competence since students are required to dialogue, make a critical and ethical judgment, generate ideas, structure knowledge and give coherence and cohesion to discourse, by expressing both orally and in written form.
- Learning to learn competence. Group works contribute to this competence and to its development because they involve collecting, organizing and analyzing information from different sources, reflecting upon one's own learning process.
- Autonomy and personal initiative. This competence will be demonstrated by students in their own daily tasks, while writing compositions, in their study of the subject and also in debates that will take place in class—where they will share their opinions. Pleasure of reading also favors this competence, and with this regard, all the texts has been elaborated by the teacher with special attention in order to motivate students.
- Cultural and artistic competence. In this learning unit of work we also deal with this competence by means of valuing expression media such as radio news or online videos. Furthermore, students are also going to develop and perform some role-plays in class. The role-play is an excellent multi-skill activity that requires speaking, listening, discussion within each pair, formulation of questions, retention of facts, etc.
- Information management and digital competence. It involves a guided use of Internet as a method for finding information with the aim of reinforcing the content covered in class. Students will be able to search information about specific cities in a short time in order to conduct some classroom debates.

- Social and citizenship competence. This competence is associated with the contents that enable students to understand the society and the world in which it operates. This competence makes students to do more than simply accumulate information; it allows them interpreting knowledge about facts and processes, showing a critical attitude towards violence and crime. It also involves skills to interpret the world, something which requires the application of concepts and basic principles that, from the different fields of knowledge involved, allow the analysis of the different phenomena. This didactic unit promotes this competence by means of learning new aspects of different cultures, which will facilitate students the access to the real world (in order to not being stuck in their own reality and keep an open mind to know different communities).

## OBJECTIVES

The main goal is to help students to attain a practical mastery of the English language, in a level defined by the Common European Framework of Reference for Languages as *Effective Operational Proficiency*:

### EFFECTIVE OPERATIONAL PROFICIENCY

Students at this level are proficient users who can understand a wide range of demanding, longer texts, and recognize implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social, academic and professional purposes. They can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

The Common European Framework of Reference for Languages delimits the capacities that a student must command in each level for the categories 'to understand', 'to speak' and 'to write'. The category 'to understand' integrates listening comprehension and reading comprehension skills, the category 'to speak' integrates oral interaction and speaking and the category 'to write' includes written interaction and writing skills.

In this learning unit of work, a wide range of oral and written tasks will be performed in order to develop and master communicative competence.

At the end of this learning unit the students should have reached the following objectives:

### Listening

- To understand, even in poor acoustic conditions, extended oral texts, linguistically and conceptually complex on the topic of crime, of journalistic and

advertising nature, fast speed articulated and containing idiomatic and colloquial expressions, although the student needs to confirm certain details.

- To understand and get involved in conversations of certain length although these conversations, debates, etc. are not clearly structured and the relation between ideas is only implicit.
- To be able to aurally discriminate difficult English consonant phonemes: /s/, /z/, /ʃ/ and /ʒ/.

### **Speaking**

- To produce clear, detailed oral texts on the topic of crime, integrating other potential topics (i.e. World's Most Dangerous Cities; i.e. A police interrogation), developing and formulating concrete ideas and ending up with a suitable conclusion.
- To get a lexical repertoire related to crime, broad enough to speak confidently in communicative situations, that allows the student to easily cope with circumlocutions when taking active part in class debates, conversations and police interrogations, speaking fluently, spontaneously and almost effortlessly.
- To be able to present clear, detailed arguments about situations difficult to defend in a polemic debate, showing controlled use of organizational patterns, connectors and cohesive devices, as well as to be able to answer effortlessly to the questions posed by other students.
- To be able to reach a mastery of pronunciation and consonant phonemes in the English language such as /s/, /z/, /ʃ/ and /ʒ/, allowing them to express themselves comfortably and pleasantly for any potential speaker.

### **Reading**

- To understand in detail general and specific information from large and complex newspaper articles on the topic of crime (reading multiple times the most difficult ideas, if necessary), and to recognize explicit but also implicit meaning.
- To summarize long demanding texts and gather information from different sources in order to relate it in a coherent way.
- To expand their knowledge about the culture of other countries, especially of English-speaking countries.

### **Writing**

- To be able to write clear, well-structured texts on the topic of crime expressing their points of view with supporting ideas and appropriate examples, ending up

with a suitable conclusion. To be able to write about difficult situations, giving arguments and underlining what the student considers to be the salient issues.

- To be able to take notes in a structured way and with clarity about important information in a police interrogation with regard to specific crimes.

## CONTENTS

The contents that should be considered for the C1 level and will require greater specificity and accuracy of the Advanced level Curriculum are:

### **General competences**

#### Notional contents

The notions listed below are general cognitive notions or categories applicable to the English language and culture, which are present in the communicative situations presented in this didactic unit, and in its corresponding texts, as a product of the linguistic activity.

- Entities: expression of entities appearing in different texts and videos related to the topic (people, objects and other beings, concrete and abstract) and reference to them.
- Properties: existence, quality and evaluation of different real situations.
- Relations between situations, ideas, etc... appearing in different videos, texts, news, etc.: space (absolute and relative locations in space), time (absolute and relative position in time); states, processes and activities (aspect, modality, participants and their relations) logical relations (between states, processes and activities): cause, purpose, result, temporal relations.

#### Socio-cultural Contents

At C1 level, the student must be able to operate in the language flexibly and effectively for social purposes. This assumes to go deeply into the socio-cultural aspects of language use and the impact these have on it. The development of these competences is enhanced through crosscutting tasks\* which incorporate and integrate cultural aspects and which are integrated into real journalistic texts and into subsequent debates on the topic of crime that students must understand, produce and deal with in different communicative situations.

*\* Within the topic of crime, students will have the opportunity to comment on related crosscutting topics such as ‘education for peace’, ‘civic and moral education’, specific issues of certain communities, etc.*

## **Communicative competences**

### Socio-linguistic contents

At C1 level, the student is expected to develop this competence so as to communicate flexibly and effectively, including emotional and allusive uses of language, which implies the appreciation of different variations of language and registry changes, especially in debates and role plays carried out in the classroom.

### Pragmatic contents

At C1 level, the student is expected to reach a competence that allows him/her to perform the following communicative functions or speech acts, using the most appropriate exponents of those functions for the corresponding communicative context, 'Crime', either through direct and indirect speech as well as through different registers (formal, neutral, informal):

- Assertive functions to express knowledge, opinion, belief and conjecture:
  - To suppose, guess, predict and formulate hypotheses about different police cases before knowing its resolution.
  - To affirm, refute, express agreement or disagreement, etc. in the several debates performed in class.
  - To describe and report an alibi for a crime committed in order to perform a role-play, as well as refute or express agreement or disagreement regarding the questions and accusations posed by other peers.
- Compromising functions to express offer, intention, will and decision:
  - To express intention or willingness to perform listening, reading, writing or speaking tasks like debates, role-plays, etc. as well as to consent and access to their realization.
- Directive functions, like 'asking for opinions', 'asking for advice', etc.
- Expressive functions or speech acts, with which attitudes and feelings in certain situations are expressed: showing interest, esteem, appreciation for the teaching and learning process, etc.

### Discursive Contents:



The student is expected to be able to produce, understand and process long and complex texts of journalistic and advertising nature, using a rich variety of linguistic resources and adjusting them effectively to the context of Crime.

The following aspects will be taken into account:

1. Textual coherence: adequacy of oral or written text to the communicative context.
2. Textual cohesion: internal organization of oral or written text (Initiation, development and conclusion of textual unit).

## **Contents by language**

### Grammatical contents

The student will manifest a high degree of grammatical accuracy on a consistent way and his/her mistakes will be scarce and barely noticeable. The grammatical competences to be developed for this level in this didactic unit are:

- Compound sentence: Expression of logical relationships: conjunction, disjunction, opposition, concession, comparison, condition, cause, purpose, result and temporal relations (priority, posterity and simultaneity); and complex questions.

### Lexical contents

The student, at C1, will have a good command of a broad lexical repertoire on the topic, including idioms and colloquialisms, enabling him/her to overcome his/her shortcomings fluently by with circumlocutions, although still can make small and sporadic blunders, without significant errors of vocabulary.

### Phonetic and Phonological contents

- Students' ability of articulation, proximate to one of the standard variations of the target language, as well as perception abilities, without much effort, of such variations. Intonation should be fitted to the communicative situation and differ in order to express subtle nuances of meaning. The phonetic-phonological contents to be developed in this unit are:
- Consonant phonemes and their respective combinations; variation of sounds.

## **METHODOLOGY**

- Topic-based teaching:

Task-based communicative approach: I have mainly designed tasks with a clear purpose: to improve learner habits and to increase learner awareness.

This approach is based on the belief that language use is not simply knowledge of a language, but employing that language to perform actions in both everyday life and in the classroom, where authentic language activities should be the primary aim.

- Learning and teaching process:
  - Individual work: mainly reading and listening comprehension tasks.
  - Pair work: students are divided into pairs in lesson plan 2, where they are asked to prepare a written alibi for a given period of time after being told that a ‘murder’ has been committed (writing and speaking task).
  - Group work: in this learning unit, students develop their learning autonomy since they have to work cooperatively in groups, developing ‘persuading strategies’ and making decisions when working in order to conduct a successful debate. Students are divided into groups in all lesson plans (but only in some of the tasks). With group work, the teacher wants to encourage an atmosphere of acceptance and respect through classmates;
- Materials (use of different information resources):
  - exclusively authentic materials:
    - Written documents: newspaper articles, informative texts.
    - Sound documents: fragments of radio news.
    - Visual documents: videos and photographs online.
  - materials elaborated by the teacher:
    - Written documents: flashcards, crime situations
- Tasks:
  - Listening: listening to media (radio), listening to classmates.
  - Reading: reading for information and argument, reading for learning new vocabulary, reading instructions.

- Speaking: reading a text aloud, speaking from notes, speaking using the vocabulary learn, acting out an improvised role, taking active part in debates, informal discussions and conversations.
- Writing: completing forms and questionnaires, making notes for subsequent reference, writing reports.
- Grammar: I decided not to include grammar points to teach in this learning unit, designed for the ‘Curso Superior de Inglés—II’. The course is aimed at people wishing to improve their command of spoken and written English. However, as these are very general concepts, at the beginning of the course the teacher asked the students to make a ranking of the skills they want to improve, and this was the result:

Aims	Students
Enlarge my vocabulary	20
Improve my pronunciation	13
Improve my understanding of spoken English	10
Improve my writing skills	3
Learn more about the countries where English is spoken	3
Learn more about English grammar	1

Only one student wanted to learn more about English grammar, so I do not consider relevant to teach them grammar explicitly. However, I will help them, acting as a guide, if they need any help.

## EVALUATION

### Evaluation Criteria

It will be considered that the student has acquired the competences of the C1 level for each skill, required in this didactic unit, at the moment in which he/she is able of the following:

#### Listening

- To understand videos containing a considerable amount of slang or colloquial language and idioms, and even follow complex argumentative lines on the topic.
- To understand specific information of oral texts even in poor acoustic conditions, at normal or fast speed.
- To understand with relative ease most of the conversations and discussions on controversial issues related to the topic ‘Crime’ and carried out in class.

- To understand the details of conversations and debates of certain length, even on abstract, complex or unknown subtopics, and grasp the intention of what is said.
- To understand and get involved in conversations although they are not clearly structured and the relation between ideas is only implicit.

### **Speaking**

- To make public statements fluently, almost effortlessly and using certain intonation to convey subtle nuances of meaning precisely. To make clear and well structured interventions on the topic of this didactic unit, expanding at some length, integrating other subtopics, developing particular ideas and defending their points of view with complementary ideas, reasons and relevant examples, and ending up with an appropriate conclusion as well as to answer spontaneously and effortlessly to questions from other students when conducting police interviews.
- To participate fully in a police interrogation, as ‘police’, ‘lawyer’ or ‘accused’, expanding and developing the ideas discussed fluently and with no support, making good use of interjections and other mechanisms to express reactions and keeping a good speech development. To participate fully in classroom’ debates.

### **Reading**

- To understand in detail general and specific meaning of newspaper articles and to understand the message, ideas and also their implicit meaning.
- To quickly identify the content and most important aspects of written texts dealt with in class, being able to revise, if necessary, the most difficult ideas.

### **Writing**

- To write clear, well-structured texts on the topics covered in class highlighting the main ideas, expanding at some length, defending points of view with complementary ideas, reasons and relevant examples, and ending up with an appropriate conclusion.
- To take notes in a structured way during a simulated police interview, by transcribing the information as accurately and close to the original, that the notes could also be useful for other students.

### **Continuous Evaluation**

Continuous evaluation, conceived as formative evaluation throughout the whole learning unit, will be conducted through observation and correction of the work

developed by each student: Through the correction of written texts developed by each student or group of students; through observation of students’ oral discourse; through the degree of involvement in the tasks by each student, etc.

Formative assessment is ongoing and provides information needed to adjust teaching and learning. It not only helps to monitor student progress throughout an activity, but can also gauge student understanding and readiness to proceed to further tasks.

## **Final Outcome**

### **Speaking (Oral expression & Oral interaction)**

This is the part that students performed best. Most of them consistently communicated with their classmates on a variety of aspects, making clear and well-structured interventions on the topic of crime. Their ideas were relevant in all cases and were supported with appropriate examples. When conducting role-play tasks, students presented logical arguments making good use of vocabulary and language structures on the topic studied. Their responses in the police interrogations carried out in classroom, show understanding of the comments/questions made by classmates. They participated in all debates and conversations conducted, getting involved in them. There were three students who stood out above the rest, two girls and a boy, who actively participated in every single task, leading to a more dynamic and entertaining climate in the classroom.

### **Writing (Writing process-Group work & Written product)**

Students worked cooperatively in groups in an excellent atmosphere, contributing to writing tasks with questions, ideas, suggestions, etc. All their written presentations followed a logical structure and ended up with a suitable conclusion (resolution). They used more vocabulary on the topic of crime than I have expected, so I am happy about this part.

### **Reading**

Students quickly understood general and specific meaning of texts presented by the teacher, although some of them needed to revise the most difficult points.

### **Listening**

They understood best part of the videos presented by the teacher, even in poor acoustic conditions. Finally, they also understood without difficulties details of conversations and debates carried out in classroom, although not all of them were clearly structured.

## LESSON PLANS

### Lesson Plan 1

Lesson Plan 1: Overview				
Teacher: Ana Revilla Ruiz				
Type of lesson: Integrated				
Class: Curso Superior de Inglés—II	Room: 211	Time: 120'	Nº of students: 25	Date: April 16, 2013
<p>Context of the learning activity:</p> <p>Students are at the beginning of a new learning unit of work. In the previous unit they have been learning the best qualities cities can offer: they have practiced vocabulary and language structures, they have done reading comprehension and writing tasks, they have watched videos (so they have practiced their listening skills) and they have had conversations, debates, etc...everything related to the topic. Now, the teacher is going to introduce a new learning unit of work, which is related to the previous one. It is called “Crime: It’s a jungle out there”. In this lesson plan, which is the first one, students will learn and practice vocabulary related to crime in cities by doing reading comprehension exercises. They will practice their listening skills by watching some videos of the cities studied and then, they will search for some information about them; they are also going to practice their speech in order to improve fluency and accuracy, carrying out some group debates.</p>				
Learning aims				
<p><b>Main aims:</b></p> <p>To read a text for evidence that supports their arguments titled ‘The World’s Most Dangerous Cities’, being able to identify and interpret global and specific meaning, in order to have the strong points (data showing that the city they are reading about is a dangerous one) clear, to conduct a debate with arguments that support their ideas.</p> <p>To be able to present clear, detailed arguments in group debates, about the different type of crimes that happens in some specific cities and also about the best qualities these cities offer.</p> <p><b>Subsidiary aims:</b></p> <p>To get a lexical repertoire related to crime, broad enough to speak confidently in communicative situations.</p> <p>To be able to understand videos of high difficulty containing information about some specific cities, without too much effort.</p>				
<p>Expected learning outcomes: At the end of this lesson plan SS are expected to be able to:</p> <ul style="list-style-type: none"><li>- communicate with other speakers fluently and spontaneously, using vocabulary and language structures on the topic of crime;</li></ul>				

- understand enough to follow extended written and oral texts on the topic of crime; - recognize socio-cultural content of linguistic situations and understand a wide range of idiomatic expressions related to the topic.				
Resources	Materials	Equipment	Room preparation (groupings)	
-Promotional video of Ciudad Juárez, Chihuahua, México: <a href="https://www.youtube.com/watch?v=K79G5Ow4nDc">https://www.youtube.com/watch?v=K79G5Ow4nDc</a> - Promotional videos of Mogadishu, Somalia: <a href="https://www.youtube.com/watch?v=i146rbKEVcw">https://www.youtube.com/watch?v=i146rbKEVcw</a> <a href="https://www.youtube.com/watch?v=9TKP2VMfi18">https://www.youtube.com/watch?v=9TKP2VMfi18</a> Promotional videos of Cape Town, South Africa: <a href="https://www.youtube.com/watch?v=BekisAbAiWA">https://www.youtube.com/watch?v=BekisAbAiWA</a> <a href="https://www.youtube.com/watch?v=TbVkhH6ryX0U">https://www.youtube.com/watch?v=TbVkhH6ryX0U</a> Promotional videos of Karachi, Pakistan: <a href="http://www.youtube.com/watch?v=xDPgIMDe7k">http://www.youtube.com/watch?v=xDPgIMDe7k</a> <a href="https://www.youtube.com/watch?v=-pOgDn1FuYc">https://www.youtube.com/watch?v=-pOgDn1FuYc</a> Promotional video of New Orleans, Louisiana, USA: <a href="https://www.youtube.com/watch?v=zB6b_P52Phs">https://www.youtube.com/watch?v=zB6b_P52Phs</a> Promotional video of Caracas, Venezuela: <a href="https://www.youtube.com/watch?v=DUGYM-ITZhs">https://www.youtube.com/watch?v=DUGYM-ITZhs</a>	-A written document titled ‘The World’s Most Dangerous Cities’ (Appendix 1) - A Power Point Presentation (Appendix 3) - A prize for the winning group of the debate of task 3 (a chocolate box).	- A projector - Access to the Internet - A pen-drive - Students’ computers (at least 4)	- SS are divided in groups of five in task 1. - SS are divided in groups of five in task 2 (different groups than in task 1). - SS are divided in groups of twelve (one of the groups will have one more student) in task 3.	
Lexis	Work on skills			
Appendix 3 (Power Point Presentation)	Reading	Listening	Speaking	Writing
	X	X	X	X
Learning tasks; Activities				
TASK 1				
Stage aims	Procedure		Timing	Interaction

			pattern
To set the context	Teacher introduces the new didactic unit to students. Then, brainstorming techniques are used to assess the students’ previous knowledge of the topic. SS are asked to name the different types of crimes they know and to tell their classmates whether they have ever seen or suffered any pickpocketing, robbery, etc.	5’	T-S
	Then, all the students debate about which cities they think are the most dangerous in the world and why.	5’	T-S
To give instructions	Teacher divides the classroom into five groups and distributes a different text to each group (Appendix 1). SS must read the texts and comment with the members of their groups what is the most relevant evidence and data which shows that the city is a dangerous one. They have to write notes about this information because they may need them for the following task.	3’	T-S
Reading comprehension	The different texts consist of an introduction to the topic (‘The World’s Most Dangerous Cities’) which is the same in all texts; and a description of different cities in relation to crime (there is one city per group). SS have to read the text highlighting relevant information (most common crimes in cities).	4’	S-S
Writing (process)	While reading the texts, SS have to write some notes of the most important points on a paper, as they may need them for the following task.	3’	S-S
Speaking (process)	SS talk with the members of their group about the information they have read about, highlighting what they think is the most relevant data in order to have supporting arguments in a subsequent debate.	6’	S-S
Feedback	The teacher corrects SS in case they mispronounce or misspell any term and helps them if they don’t know how to say a specific term related to crime in English, by given explanations in the target language.	2’	T-S
Assessment	Observation techniques are used here by the teacher to assess the students’ knowledge of the topic and the involvement in the task	—	T



	(Appendix 2).		
TASK 2			
Stage aims	Procedure	Timing	Interaction pattern
To give instructions	Teacher assigns each member of the first group a number (from 1 to 5), and does the same with the rest of the groups. Then, the groups are re-arranged: all those students with number one go together; those ones with number two go together, etc. SS must try to persuade their new partners that his/her city is the most dangerous and thus the worst place to live in. They can use the notes they have taken in task 1. Those three cities chosen at the end of the debate as the most dangerous, after checking the results of the different groups, will be chosen to carry out next task.	5’	T-S
Speaking process	Students must convince the members of his/her new group, using persuasion strategies, that the city they have read some information about is the most dangerous and thus the worst place to live in. Teacher advises students to look at the text as little as possible, trying to remember the vocabulary used in task 1.	10’	S-S
Feedback	Teacher will correct or help students if they need some help on how to say any of the studied terms.	2’	T-S
Assessment	Observation techniques are used here by the teacher to assess the students’ oral interaction (Appendix 2).	—	T
TASK 3			
Stage aims	Procedure	Timing	Interaction pattern
To give instructions	The teacher divides the classroom into three groups (there is no need to divide the classroom physically yet). Each group will choose one of the cities selected in the previous task as the most dangerous ones. Their job is to search information in their computers about the best qualities that the city they have chosen offers. In groups, SS write down this information in a paper, in a well structured way. They will use this information for a subsequent debate.	5’	T-S

	Before the debate, teacher shows SS some promotional videos of the three cities chosen, to encourage them. The winning group will receive a prize. Advance notice is important for students to bring their computers to class.		
Searching for information	The students search for information on the Internet, using their computers, about the best qualities that the city they have chosen offers, and prepare ideas and good arguments to try to convince the other group that it would be much better to live there than anywhere else. They can use information and vocabulary studied in the previous didactic unit.	15	S-S
Listening comprehension	The teacher shows students some promotional videos of the three cities involved in the prior writing activity to encourage SS and to help them getting ideas. The more information they get to understand in the video, the more possibilities to use this information in their writings.	8’	T-S
Writing (process)	Students exchange information with the members of their corresponding group and get ideas to draw up a text about the best qualities the city they have chosen offers.	8’	S-S
Writing (product)	Every group write the final version of their text and revise it. At the end of the lesson, SS will hand out these final versions to the teacher.	12’	S-S
Speaking process	Students conduct a debate using all the information that their group has collected. Teacher acts as moderator. Teacher decides which the winning group is, and gives its members a prize.	15’	S-S/T-S
Assessment	Teacher will assess students’ written production by keeping the final versions of the texts SS have written in task 3 (Appendix 2). Also observation techniques are used to assess the students’ oral interaction.	—	T
Feedback	The teacher will return the students’ writing work to them with the necessary corrections.	—	T
TASK 4			
Stage aims	Procedure	Timing	Interaction pattern

Vocabulary review	Teacher shows to students a Power Point presentation with all the terms studied in this lesson plan (Appendix 3) and its corresponding meanings, in order to review the vocabulary seen in this lesson plan. SS can copy quickly the meaning of some specific words if they want.	5'	T-S
Listening comprehension	Then, teacher shows them the remaining promotional videos of the three cities that SS have not seen yet, for them to see not only negative but also positive aspects of these cities. (There will be no time to see them all so the teacher must choose a couple of them).	7'	S
<p>Variations / Follow — up</p> <p>In task 3, the teacher can divide the classroom into two groups if there are not many SS in the classroom.</p> <p>In task 3, SS can search for some photos of the city and show them by using the classroom projector, as a persuading strategy to convince their partners.</p>			
Students' assessment: Appendix 2			
Teacher's assessment: Appendix 2			

## Lesson Plan 2

Lesson Plan 2: Overview				
Teacher: Ana Revilla Ruiz				
Type of lesson: Integrated				
Class: Curso Superior de Inglés—II	Room: 211	Time: 120'	Nº of students: 25	Date: April 18, 2013
<p>Context of the learning activity:</p> <p>Students are dealing with the learning unit of work ‘Crime: It’s a jungle out there’. In the previous lesson plan they have practiced vocabulary and language structures, they have done reading comprehension and they have had brief group debates in order to practice their oral speech; everything related to the topic. In this lesson plan, students will work with a number of newspaper articles talking about a breaking new. They all offer different information, because as police conducted their investigation, the newspaper provided new insights into the case. The purpose of offering SS three texts on the same story is to get information related and make their own assumptions about the case before knowing the actual resolution on it. With this task, the teacher prepares SS for the role-play activity, which is an excellent multi-skill activity that requires speaking, listening, discussion with classmates, formulation of questions, retention of facts, etc. In the role play students will act as lawyers, judges, accused people and</p>				

police.			
<p><b>Main aims:</b></p> <p>To be able to identify and interpret global and specific meaning of three authentic articles provided by the teacher: “Man Dies After Overnight Police Chase”, “Alleged carjacker who died in crash identified” and “NEW DETAILS: Police Charge Surviving Offender in Fatal Carjacking, Bond Set at \$300K”.</p> <p>To be able to relate ideas and to present clear, detailed opinions and assumptions about a specific crime (thus, about a real-life situation).</p> <p>To be able to perform a role-play in which SS have to structure a police investigation sequence, as realistic as possible, getting involved in the task.</p> <p>To learn specific ways of questioning and answering and to learn how to use these techniques to improve their communicative skills.</p> <p><b>Subsidiary aim:</b></p> <p>To use specific words they have already learnt on the topic of crime in a relaxed way.</p> <p><b>Teacher aim:</b></p> <p>To promote collaborating and negotiating in groups.</p>			
<p><b>Expected learning outcomes:</b> At the end of this lesson plan SS are expected to be able to:</p> <ul style="list-style-type: none"> <li>- become an autonomous learner, developing and making use of communicative and learning strategies;</li> <li>- select an appropriate formulation to express him/herself clearly in adequate style and using the appropriate terms, in several police interviews carried out in the classroom, without having to restrict what he/she wants to say.</li> </ul>			
Resources	Materials	Equipment	Room preparation (groupings)
<p>Links to the newspaper articles:</p> <p><a href="http://www.nbcchicago.com/news/local/Police-Chase--118905439.html">http://www.nbcchicago.com/news/local/Police-Chase--118905439.html</a></p> <p><a href="http://triblocal.com/glenview/2011/03/30/investigation-continues-into-deadly-overnight-chase/">http://triblocal.com/glenview/2011/03/30/investigation-continues-into-deadly-overnight-chase/</a></p> <p><a href="http://glenview.patch.com/articles/carjacking-ends-in-fatal-car-crash">http://glenview.patch.com/articles/carjacking-ends-in-fatal-car-crash</a></p>	<ul style="list-style-type: none"> <li>- A Power Point presentation.</li> <li>- A short text with information on different crime drama TV serials (Wikipedia).</li> <li>- Three newspaper articles related to the same case.</li> <li>- 25 cards with different roles (police, accused, judge).</li> <li>- 2 cards with information about different crimes.</li> </ul>	<ul style="list-style-type: none"> <li>- A projector</li> <li>- A pen-drive</li> <li>- Access to the Internet</li> </ul>	<ul style="list-style-type: none"> <li>- Students work individually in task 1.</li> <li>- Students are divided in pairs in task 2.</li> <li>- Students are divided in groups according to their roles in task 3.</li> </ul>

Lexis		Work on skills			
Vocabulary appeared in the texts that SS are going to deal with in this lesson plan (Appendix 5 and 6)		Reading	Listening	Speaking	Writing
		X	X	X	X
<b>Learning tasks; Activities</b>					
<b>TASK 1</b>					
Stage aims	Procedure	Timing	Interaction pattern		
To set the context	Teacher asks SS whether they see TV serials like ‘Inspector Rex’, ‘CSI’ or ‘The Mentalist’, in which police solve very different crimes; and if they like them or not. The teacher provides SS with a brief document with information of these TV serials as a support for their comments (Appendix 5), and shows some images of them (Appendix 4). If there is a student who has not seen any of these TV serials, another SS can explain him/her what it is about.	12’	T-S		
To give instructions	Teacher provides SS with three different texts related to the same crime story: a carjacking ending in fatal crash (Appendix 6). The texts have been taken by the teacher from different reliable sources. They are given to SS consecutively: After reading the first text, SS answer some questions posed by the teacher, making suggestions, giving their opinions, impressions, etc. of the information read. They do the same with the remaining texts.	4’	T-S		
Reading comprehension	SS read aloud three authentic articles taken from the Chicago Tribune website, which features local news and events of the Chicago metropolitan area. SS identify and interpret the global and specific meaning of these articles; then, relate the information obtained in order to make suggestions about the development of the story before knowing the actual resolution of it.	10’	S-S		

Speaking (process)	The teacher asks SS some questions related to the texts (i.e. <i>Why do you think these couple were running from the police, even to the point of dying?; Since the girl was in the car at the time of the carjacking, would you consider her guilty?</i> ). SS talk with their classmates in a whole class conversation presenting clear, detailed opinions and points of view about the crime they have read about.	7'	S-S
Feedback	No explicit feedback is necessary here. However, the teacher will explain some vocabulary of the newspaper articles, if necessary, by giving explanations in the target language.	—	T-S
Assessment	Observation techniques are used here by the teacher to assess the students' participation and involvement in the task. Teacher will also make questions to check whether SS have understood some specific ideas of the provided texts.	—	T
TASK 2			
Stage aims	Procedure	Timing	Interaction pattern
To set the context	Teacher asks SS if they know the meaning of the word 'alibi'. As many SS will know it, the teacher will ask one of them to explain its meaning in the target language to the rest of the class.	2'	T-S
To give instructions	Students are told that a murder has been committed and that they are all under suspicion. Teacher explains the crime committed (Appendix 7). The class is divided into pairs, and each pair is required to prepare an alibi for a given period of time (for example, between ten o'clock p.m. and midnight on the previous day). They have to write the alibi clearly in a piece of paper. One pair is chosen for interrogation. One of the partners is placed in the "witness box", while the other one is sent out of the room. The rest of the class must work together to discover whether they are guilty: 1 student will be the 'Judge', 5 students will	6'	T-S

	be ‘the jury’ and the rest of the class will be ‘Lawyers’ (these roles will be chosen by SS by picking up a card [Appendix 7]). The suspect is asked to give account of his/her activities for the period in question. Thereafter, the second member of the pair is called in and the same procedure follows. He/she will be interrogated so as to let the ‘judge’ and the ‘jury’ bring the final decision. The same process is repeated with another pair.		
Writing (process)	In pairs, SS prepare an alibi for a given period of time being able to give very specific details about where they had been, what they had been doing and who they were with. They should come up with a believable story, so it is important to get all the details (i.e. If they write they went to the cinema they might say what the movie was called, where the cinema was located, etc.)	11’	S-S
Speaking (process)	The suspects chosen are politely asked by the rest of the SS to give a detailed account of his/her activities for the period in question. The suspects answer the questions posed by other students spontaneously and defend their points of view with complementary ideas, reasons...	20’ (10’ for each pair)	S-S
Listening (process)	While this process of interrogation is going on, everybody takes part by attentively listening to the “accused” with the purpose of carefully taking notes on some significant moments.	(During the interrogation process)	S-S
Writing (process) HOMEWORK	SS take clear, well-structured notes of all the significant moments during the interviews with the purpose of transcribing at home all the information of one of the interrogations (the one they want) accurately in a report, in formal style, also expressing opinions, guesses, etc. and ending up with a resolution. If they think they are guilty, they must add a decision on an appropriate punishment (i.e. <i>The crime committed was... The accused stated that... I found differences in their versions so I think...</i> ).	—	S

Whole-class feedback	The jury and the judge, helped by the rest of the class, decide whether the ‘accused’ pair is guilty. Should the couple prepare a good alibi, get in the roles and answer questions seamlessly, will be declared innocent. Otherwise, it will be declared guilty.	3’	S-S
Assessment	The teacher will assess SS’ written production by keeping their reports to correct them. Teacher also observes how involved are SS in the task and how they are doing at the time of asking and answering questions. The teacher will take originality into account.	—	T
TASK 3			
Stage aims	Procedure	Timing	Interaction pattern
To give instructions	Students are told that a new crime has been committed and that they are all under suspicion. Teacher explains the crime committed (Appendix 8) and provides SS with different cards (App. 8) without looking at them. Two SS will have an ‘accused’ card so they must prepare an alibi without taking notes. Two students will have a ‘judge’ card so they will state the final decision. The teacher divides the rest of the classroom into two groups (two police stations): they orally prepare questions for the interrogation. Each group interrogates a suspect; then, the suspects move from one police station to the other. The ‘Judges’ listen carefully to both conversations to bring the final decision.	6’	T-S
Speaking (process)	SS with a ‘police’ card prepare questions orally with the rest of the members of their groups, trying to find differences between the two suspects’ stories. SS with an ‘accused’ card prepare orally an alibi trying to keep their stories straight. The judges will help polices to prepare questions for the interrogation.	8’	S-S
Speaking (product)	SS with a ‘police’ card conduct the police interview by asking specific questions,	18’	S-S



	while SS with an ‘accused’ card should answer slyly to every question that is posed. The students with the ‘judge’ cards can also pose questions to the ‘accused’ students.		
Listening (process)	Those students with the ‘judge’ role listen carefully to all the questions and answers.	<i>(During the speaking activity)</i>	S-S
Peers’ feedback	The students who play the ‘judge’ roles decide whether the ‘accused’ pair is guilty. Should the couple prepare a good alibi, get in the roles and answer questions seamlessly, will be declared innocent. Otherwise, it will be declared guilty.	3’	S-S
Assessment	Teacher observes how involved are SS in the task and how they are doing at the time of asking and answering questions.	—	T
<p>Variations / Follow – up:</p> <p>It is possible to have more than two suspects, i.e., three suspects and three police stations (always making sure that there is the same number of stations as suspects, because they all need to speak to each police station).</p>			
Students’ assessment: Appendix 2			
Teacher’s assessment: Appendix 2			

## Lesson Plan 3

Lesson Plan 3: Overview				
Teacher: Ana Revilla Ruiz				
Type of lesson: Integrated				
Class: Curso Superior de Inglés—II	Room: 211	Time: 60’	Nº of students: 25	Date: April 23, 2013
<p>Context of the learning activity:</p> <p>It is the end of the learning unit of work, titled ‘Crime: It’s a jungle out there. Students have read, understood and used a number of vocabulary items and expressions related to the unit in oral and written form but they have not practised their pronunciation yet. In this lesson plan, after a speaking task about a Sherlock Holmes curious case of murder, SS are going to</p>				

practice some of the English consonant phonemes /s/, /z/, /ʃ/, /ʒ/ in order to pronounce this sounds accurately. The lexical repertoire is going to be taken from the texts already seen in this didactic unit, ‘World’s Most Dangerous Cities’ and articles taken from the Chicago Tribune Website.

**Main aims:**

To use specific words they have already learnt on the topic of crime in classroom informal conversations, in a relaxed but accurate way.

To be able to orally and aurally discriminate sounds by reading, listening and identifying different words within the texts they have already read in previous lesson plans, related to crime and included in this didactic unit.

To be able to accurately produce /s/, /z/, /ʃ/, /ʒ/ sounds both isolated and within different words and sentences.

**Teacher aim:**

To be able to produce the specific sounds accurately so as the students have no difficulties when differentiating them.

Resources	Materials	Equipment	Room preparation (groupings)		
<ul style="list-style-type: none"><li>- Link used to elaborate the Power Point Presentation: <a href="http://www.taringa.net/posts/paranormal/13197098/Podras-resolver-este-crimen.html">http://www.taringa.net/posts/paranormal/13197098/Podras-resolver-este-crimen.html</a></li><li>- (Written texts used in previous lesson plans)</li></ul>	<ul style="list-style-type: none"><li>- A Power Point presentation.</li><li>- All the texts already seen in this didactic unit.</li><li>- Different cards including words with /s/, /z/, /ʃ/, /ʒ/ sounds.</li></ul>	<ul style="list-style-type: none"><li>- A projector</li><li>- A pen-drive</li></ul>	<ul style="list-style-type: none"><li>- Students work individually in tasks 1 and 2.</li><li>- Students are divided into pairs in task 3.</li></ul>		
Lexis		Work on skills			
(Appendix 11)		Reading	Listening	Speaking	Writing
			X	X	
Learning tasks; Activities					
TASK 1					
Stage aims	Procedure			Timing	Interaction pattern
To set the context	The teacher reminds SS what they have been learning during this learning unit and tells them that this is the final lesson of it.			2'	T-S
To give instructions	The teacher shows students a picture of a			3'	T-S

	silhouette of Sherlock Holmes, the famous detective/private inspector, composed by small images of all the actors who have played this character throughout cinema history (Appendix 9). Then, the teacher reads aloud a text: “what used to happen in a gym and the scene of a crime in that gym” (App. 9). SS talk with their partners trying to guess who the murderer is in that story.		
Speaking (process)	SS talk about the image of the well know detective Sherlock Holmes to see what they know about him. Then, SS talk with the partners next to them, making comments, conjectures, considering possible situations of murder, etc... to find out who is the murderer in the story presented by the teacher.	6’	S-S
Feedback	Teacher shows to SS what really happened in the story and who the murderer is.  Teacher corrects SS in case they mispronounce any term.	1’	T-S
TASK 2			
Stage aims	Procedure	Timing	Interacti on pattern
To set the context	The teacher tells the students the kind of lesson with which students are going to work now, in which they are going to deal with some consonant phonemes. The teacher asks the students if they remember any of the graphic representations of consonant sounds. In case they remember someone, the teacher writes them on the blackboard. Then, teacher shows students a table with graphical representations of the consonant sounds (Appendix 10), and pronounces them.	6’	T-S
To give instructions	Students prepare the texts they have been working with in previous lesson plans of this unit. The teacher asks students to look for the sounds /s/, /z/, /ʃ/, /ʒ/ on words found within any of the texts. Students should make a table and sort the words according to the different sounds. After ten minutes have elapsed, the teacher will	3’	T-S

	make a chart on the board. The student with more words on his/her list reads the words chosen for the /z/ sound aloud and his/her classmates decide what sound is it. Then, reads the list of words of other sounds and so on. The teacher writes on the blackboard these words. Then ask the rest of students if they have more words to add to the list.		
Reading for oral discrimination	Students read the texts and select the words that consider they contain any of the sounds whose graphic representation is written on the blackboard. They classify the words according to sounds.	8'	S-S
Speaking for aural discrimination	Students say the words listed for the different sounds, for his/her classmates to say which sound is it.  Some SS say some of these words aloud once they are all written in the blackboard, trying to produce /s/, /z/, /ʃ/, /ʒ/ sounds accurately.	5'	S-S
Feedback	The teacher checks and corrects, if necessary, SS' pronunciation.	2'	T-S
Assessment	Teacher will assess whether students complete the task without making many mistakes both in pronunciation and when classifying words.	—	T
TASK 3			
Stage aims	Procedure	Timing	Interaction pattern
To give instructions	Students are going to play 'Noughts and crosses' with different words (cards) (Appendix 11). Each word contains one of the sounds studied in this lesson plan. The teacher divides the classroom into pairs and gives each pair a set of cards. SS have to pick up a card and read it aloud. If his/her partner knows what sound that word contains, he/she will be able to keep the card; if not, the card will be for the speaker. The purpose of the game is to link three words containing the same sound on a board. Students will play several times and	4'	T-S

	the partner who has won the game more times will be the winner.		
Reading and listening for oral discrimination	Students have to recognize sounds within words if they want to keep the card with them.  However, SS have to accurately pronounce these sounds, for his/her partner to clearly recognize them.	12’	S-S
Feedback	The teacher will correct SS’ pronunciation, if necessary.	2’	T-S
Assessment	Teacher will assess whether students complete the task without making many mistakes both in pronunciation and when classifying words together in the board.	—	T
END OF THE LESSON: “Crime: It’s a jungle out there”			
Returning homework	The teacher returns SS’ written production they were required to do in lesson 1, telling them if it is okay or whether they could have done more. Teacher explains, if any, common errors made by most of them.	6’	T-S
Student’s assessment: Appendix			
Teacher’s assessment: Appendix			

## CONCLUSION

First and foremost, I would like to mention that the experience has been really positive for me. From the first moment everyone in the Official Language School, especially my tutor, allowed my stay as pleasant as possible, making available to me his full attention from the first day.

On the other hand, having the opportunity to teach in a specialization course, at C1 level, has been a very rewarding experience for me I will never forget.

One of the biggest difficulties that I found when elaborating the draft of my learning unit of work, was the lack of depth with respect to normative, regulations, appropriate types of activities, etc. for the level C1 at Official Schools of Languages, since information obtained in the *Máster de Profesorado en Educación* focused especially in Secondary Education. However, thanks to information and help received from my tutors, both in the School as in the Máster, I got to understand all the necessary regulations, and the type of activities that should be developed for this specific level and type of students. Finally, the result was very successful.

Once I was in the classroom, I saw that the pace of it was very dynamic. They really enjoyed the activities I had prepared and, as they were all related, following a logical procedure, this made the lessons really interesting. I checked that, as the classroom is composed of students with a high level of English, this allowed a great collaboration and involvement on their part.

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## APPENDIX

### Appendix 1—The World's Most Dangerous Cities

Most cities that bring together vast and diverse populations, while being places of great inspiration, commerce and community, also contain danger. Although no city is free of violence, disease and crime, some are clearly more affected than others.

Mercer Consulting recently released a global report on personal safety that aims to rank cities by their safety levels. It covers 221 cities and measures them by criteria such as internal stability, crime levels, law enforcement effectiveness and the host countries' international relations. Within the 39 criteria it examines what has the largest effect on the expat community.

Since the survey was carried out in December 2011, some have seen their security situation deteriorate.

Nonviolent and violent crimes are problems. Most nonviolent crime involves pickpocketings and purse snatchings, while armed robbery, muggings and assaults are the most common violent crimes. Despite the police's good intentions, they have been unable to prevent the rapid escalation of crime in the following cities. Police and military officials have also been known to make direct and indirect requests for bribes. Criminals particularly target visitors at the airport, in the traditional markets and near hotels and restaurants frequented by foreigners.





## Ciudad Juárez, Mexico

130 killings per 100 000 residents

Mexico, one of the world's greatest travel destinations thanks to its fascinating history and stunning natural sites, is, unfortunately, facing a serious problem of robbery, kidnapping, sexual assault and drug-related crimes.



Among worst affected areas in the country is the Chihuahua State and, above all, Ciudad Juárez. Chihuahua is an important transit point for cocaine smuggling into the United States. As cartels fight for

control of all-important drug routes, the levels of violence in Chihuahua has shot up dramatically. It's not uncommon for large groups of armed men to storm businesses and indiscriminately open fire. Ciudad Juárez, a city located across the U.S and Mexican border, home to 1.5 million people, has recently got a very bad reputation due to its shocking rates of violence. Bloody and violent fighting between the drug cartels have spread across the town, posing a serious threat to locals and travelers.

Since January 2007 there have been 8330 drug-related murders reported in Mexico, of which 50% accounted for Ciudad Juárez. The city reports 130 murders per 100,000 inhabitants (as of August 2009), which is currently the world's highest murder rate (outside the official war zone). In February 2009 the U.S. State Department announced that since January 2008 there had been 1,800 people killed in the city.

While the Mexican government proudly boasts about the reduction in crime, the true reason for the murder drop likely has nothing to do with the government's efforts. Instead, citizens have the Sinaloa cartel to thank. By successfully ousting the rival Juarez Cartel from its turf, it has greatly reduced the number of conflict. The sharp drop in crime could also be related to the fact that over 200,000 terrified citizens have fled the troubled city in recent years.



Still, the city is still far from safe, this border town is still controlled by gangsters. Kidnappings and extortion is still very common, and some human rights groups have found that incidents of torture are on the rise. Additionally, the murderous violence could easily escalate to previous levels if major gang leader were captured and splinter groups started fighting again for control of the city.

## Mogadishu. Somalia.

A perennial contender for most dangerous city in the world, Mogadishu, Somalia's capital, has been the scene of on-again off-again urban warfare for much of the past two decades.



The governments' warnings about traveling to Somalia are unanimous: this African country remains extremely dangerous and there is an enormous risk to anyone's security due to the threat of terrorism, clan-based and ethnic fighting as well as high level of kidnapping and piracy off the coast.

Mogadishu needs more police officers, more social workers, and, of course, more prosecutors to stem its rampant crimes. Due to the type of crimes committed in the city it has gained a reputation as a place where no one would spend a vacation.

The city has been devastated by the ongoing civil war. As of 2008, around half of the city's population (0.5 million) have left the war-torn capital, according to the United Nations. Dozens of people are wounded every day in Mogadishu, and frequent bombings kill many of civilians. No one really knows how many people have been killed in the city, but without dispute Mogadishu remains one of the most lawless and dangerous city in the world. This is how BBC describes the everyday scenes in Mogadishu: "The crump of mortars; the crackle of gunfire; eerily empty streets; prowling guerrillas and looters; sprawling refugee camps; hospitals overflowing with casualties, their bodies smashed open by bullets, shells and shrapnel...".



Since the overthrowing of President Siad Barre in 1991 one million people have lost lives in Somalia due to the civil war and famine.



The rise of rape crimes in Mogadishu has to do with the thousands of Somalis who fled to the city last year due to severe droughts. The city raised tents in the bushes to house and feed the refugees. Many refugee women became vulnerable and defenseless due to the location of these camps. They have become targets of well-armed men, who prey on them. Unfortunately, some of these offenders are members of the Somali army.

## Caracas. Venezuela

130 killings per 100 000 residents

Another unsafe destination among world's most dangerous cities is Caracas, the capital of Venezuela.



Last year, Caracas had more violent deaths than Baghdad. Caracas is definitely a top contender for the title of world's most dangerous city. Venezuelan capital Caracas is a drug trafficking haven. Robbery and petty crimes are commonplace with police having very little say or will to control the situation.

At the end of 2008 the Foreign Policy magazine called the city "the murder capital of the world". According to the official statistics there have been 130 homicides per 100,000 residents in 2008. Only in December 2008 there were at least 510 people killed in the capital, as CNN reported.

The problems of Caracas are not only drug trade and gang battles, but also increasing poverty of the city inhabited by around 4 million people. Murders mainly take place in the capital's poorest areas - between 1970s and 1990s the poverty rate increased by 300% to 65%. Although during the oil boom the economic situation improved, the poverty level remains very high.

Moreover, experts underline that the murder ratio has increased by 67% since President Chavez took control over the country. There is police abuse, no gun control, and no good control over the militias, as various media report.

After the death of Chavez, his heir Nicolas Maduro has the challenge of maintaining stability in the armed forces and find consensus on the most radical political party.



## Cape Town. South Africa.

62 killings per 100 000 residents

One of the most popular tourist destinations in the world, Cape Town is also a city that is battling extremely high crime rates. Prone to mugging, it is one of the most unsafe cities at night, especially for women. The high level of crime is attributed to the disparity between socioeconomic classes.



Crime has been a major problem in South Africa (both for locals and travelers) for many years now, and the murder and robbery statistics loom large in today's society.

There have been many criminality incidents involving tourists being followed from Tambo International Airport in Johannesburg to their destinations by car and then robbed, often at gunpoint. Tourists must pay particular attention in and around the airport and make extra vigilance when leaving the airport.

It is important to keep the car doors locked and windows up (even while driving). "Smash-and-grab" robberies are common throughout South Africa, particularly in urban areas, at traffic lights and on highway off-ramps. A criminal, sometimes posing as a vendor or beggar, will walk between lines of vehicles waiting at an intersection, surveying the contents for valuables and if they spot something valuable they smash the window and grab it.

The number of killings declined by 3.4% to around 18 000 between 2008 and 2009, but still in 2013 there are 50 murders a day in South Africa. The "good" news is that the vast majority of these murders happen in areas far removed from the main tourist destinations. The latest data shows that there have been 71,500 sexual offenses (10% increase), 18,400 burglaries (27% increase), and 13,900 business robberies (41% increase) reported from 2008 to 2009. If it's any consolation, the street robbery declined by 7% to 72,194.



However, the social and psychological consequences of crime occurring in the city and the subsequent fear of crime should not be underestimated. It negatively affects the economy of the city as tourists are put off by the high crime rate and international, national and local businesses are discouraged from investing in Cape Town. This contributes to rising poverty in the city as it limits the assets and livelihood sources of the poor. The fear of crime also leads to increased fragmentation and the polarization of the city, characterized by enforced segregation through gated communities, stigmatization and exclusion.



## Karachi, Pakistan

Karachi is the largest city in Pakistan. It's also its largest seaport and financial hub. Although Karachi is home to between 14-21 million people, it has also



become wracked with lawlessness and crime. This former capital of Pakistan has been overrun by political violence, gang shootings, and even suicide bombings.

While its per Capita murder rate is low compared to some of the other "murder capitals" on this list, Karachi is the most dangerous of the world's mega-cities, with a murder rate of 12.3 per 100,000 residents (Al Jazeera). None of the world's 13 largest cities come within 25% of Karachi's exceptional murder rate.

There is a high threat from terrorism and sectarian violence throughout Pakistan, with several attacks taking place in Karachi in 2011. The British Foreign Office warns that attacks could be indiscriminate, including at places frequented by expatriates and foreign travelers. U.K. and U.S. citizens are urged to keep a low profile, avoid large gatherings and limit movements on Fridays, the Muslim holy day. Public places have been targeted, particularly if they are associated with representatives of the Pakistani authorities or activities that could be considered by militants to be un-Islamic.



Amongst the political in-fighting and lawlessness, Karachi has become especially famous for its motorbike riding assassins, known as "target killers". For \$700-\$1000, these target killers will assassinate police, protesters, businessmen, and political opponents.

An assassin in a video interview claims to have killed 30-35 people, and the number of target killers in Karachi has risen from 6 to 600 over recent years. Expect the situation to much worse before it gets better.

## New Orleans. Louisiana. USA

95 killings per 100 000 residents



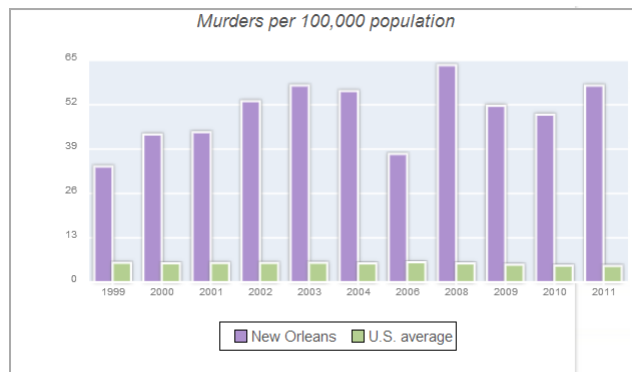
In New Orleans, crime is a more serious problem than the economy, unemployment, health care, housing, or any other problem.

The homicide rate in New Orleans ranks way above other American cities and towns, and therefore the city has been named the murder capital of the USA. The total number of murders equaled 179 in 2008 in this small city of around 300,000 residents. Nevertheless, there have been 15% fewer killings in 2008 than in 2007 when the police reported 210 murders. Also other crime rates are dropping in the town. Rape went down by 44% and armed robbery 4.85% in 2008 in comparison to 2007.

Violent offenses tracked included forcible rape, murder and non-negligent manslaughter, armed robbery, and aggravated assault, including assault with a deadly weapon. According to FBI reported crime data, the chance of becoming a victim of one of these crimes in New Orleans is one in 131.

Still, according to this data there have been 95 homicides per 100,000 residents in 2008. In turn New Orleans Police Department reported 67 murders per 100,000 in 2008. A scary comparison has recently been made by the Time magazine stating that Baghdad in Iraq with its murder rate of about 48 per 100,000 people is now being safer, considering the statistics, than New Orleans.

Violent crime is a serious problem especially in the low-income neighborhoods of the town. Lonely Planet advises



travelers to New Orleans to be cautious and avoid walks at night, especially if they are alone. Based on FBI crime data, the chance of becoming a victim of either violent or property crime in New Orleans is 1 in 21; and your chance of getting your car stolen is 1 in 141.

## Appendix 2

Student:					
Speaking	Oral Expression	1	2	3	4
		The student communicates information some of the time, on a limited variety of aspects within the topic of crime.	The student communicates information most of the time, on a limited variety of aspects within the topic of crime.	The student communicates information most of the time, on a variety of aspects making clear interventions on the topic.	The student consistently communicates information, on a variety of aspects making clear and well structured interventions on the topic.
		The student's ideas are not always relevant; little or no detail is given.	The student's ideas are relevant but they contain limited detail.	The student's ideas are relevant and contain some detail where appropriate, and are supported with examples.	The student's ideas are relevant and detailed where appropriate, and are supported with good examples.
		Arguments were inaccurate and were not structured logically.	The arguments were relevant, but seemed poorly structured.	Most of the arguments were presented in a logical way.	All the arguments were presented in a logical way.
		The student uses a limited vocabulary related to crime, and has difficulty in finding words. The student makes frequent errors when using complex grammatical structures.	The student uses a basic range of vocabulary related to crime, though there is some inappropriate word choice. The student uses complex grammatical structures with some errors.	The student makes good use of a basic range of vocabulary related to crime. The student uses basic and complex grammatical structures, generally accurately.	The student makes excellent use of a basic range of vocabulary related to crime. The student uses complex grammatical structures accurately.
		The student's pronunciation and intonation have some errors and make understanding difficult throughout the exchange.	The student's pronunciation and intonation have some errors, some of which make understanding difficult.	The student's pronunciation and intonation have some errors, though these don't interfere with comprehensibility.	The student's pronunciation and intonation are clear and make communication easy.
	Oral interaction	The student's responses show difficulty in understanding most of the questions or comments even when rephrased; responses are often inappropriate.	The student's responses show difficulty in understanding some of the questions or comments; some of the responses are inappropriate.	The student's responses show understanding of some questions/comments and are usually appropriate.	The student's responses show understanding of most questions/ comments and are almost always appropriate.
		Frequent prompting and/or rephrasing and/or hesitation consistently affect the flow of ideas.	Prompting and/or rephrasing and/or hesitation sometimes affect the flow of ideas.	The student needs some prompting and/or rephrasing, but this does not affect the flow of ideas.	The student rarely needs prompting and/or rephrasing and actively contributes to the flow of ideas.
		The student vaguely participates in some of the debates and conversations carried out in classroom.	The student participates in some of the debates and conversations carried out in classroom.	The student participates in debates and conversations carried out in classroom, getting involved in the tasks.	The student actively participates in all the debates and conversations carried out in classroom, getting involved in every task.

Student:					
Writing	Writing process (Group work)	1	2	3	4
		SS discuss the draft with a partner.	SS discuss the draft with a partner and a small group.	SS make a prewriting plan and discuss the draft with a partner and a small group.	SS make an organized prewriting plan and discuss the draft with a partner and a small group.
		SS contribute imprecisely to some writing tasks with some suggestions.	SS contribute to some writing tasks with some suggestions.	SS contribute to every writing task with some questions and suggestions.	SS contribute to every writing task with many questions and suggestions.
		SS do not revise the final version.	SS revise the final version once finished the task.	Students revise cooperatively the final version once finished the task.	SS read cooperatively the draft once finished and they proofread the final version.
	Written product	There is little or no formal structure, making the information/ideas difficult to follow.	The presentation shows a good attempt at structure, though there are some lapses. The student uses few cohesive devices.	The presentation follows a logical structure, ending up with a conclusion. The student uses a basic range of cohesive devices.	The presentation follows a logical structure, ending up with a conclusion. The student uses cohesive devices that add clarity to the message.
		The student's ideas are basic and/or repetitive; they are not always relevant and little or no detail is given.	The student's ideas are usually relevant, though they contain limited detail and/or support.	The student's ideas are relevant and contain some detail and/or support where appropriate.	The student's ideas are relevant and detailed and/or supported where appropriate.
		Little vocabulary related to the topic has been used.	—	—	A wide range of vocabulary and language structures related to the topic has been used.

Reading			
Student:			
1	2	3	4
Contents and general meaning is not clearly understood.	The contents are not clearly identified. Only general meaning is understood.	The contents are clearly identified. General and specific meaning is understood, although the student may need to revise the most difficult points.	The contents of the texts are quickly identified. General and specific meaning is understood.



Listening			
Student:			
1	2	3	4
The student has understood general information of oral texts with difficulties.	The student has understood general information of oral texts, at a normal speed.	The student has understood general and specific information of oral texts, at a normal speed.	The student has understood general and specific information of oral texts even in poor acoustic conditions, at a fast speed.
The student has understood the general meaning of some of the conversations and debates carried out in class.	The student has understood the general meaning of conversations and debates carried out in class.	The student has understood the details of best part of conversations and debates carried out in class although they are not clearly structured.	The student has understood details of conversations and debates carried out in class although they are not clearly structured.
The student can't aurally discriminate sounds easily and commits many errors.	The student has some difficulties when recognizing sounds in the target language.	The student can aurally discriminate sounds, committing some mistakes.	The student can aurally discriminate sounds even in poor acoustic conditions.

#### Teacher assessment

TEACHER'S EVALUATION		1	2	3	4
The Teacher has given clear instructions to students about what they were expected to do in all the tasks.	Yes				
	No				
The Teacher has monitored students' production (both orally and written), solving their questions and correcting them when accuracy was an objective.	Yes				
	No				
The Teacher has created a good atmosphere in the classroom, emphasizing the importance of respect to each other and group working (being a model for students).	Yes				
	No				
The Teacher has given feedback to every student after each lesson and has checked that students have understood tasks' contents and the goals of these tasks.	Yes				
	No				

## Appendix 3

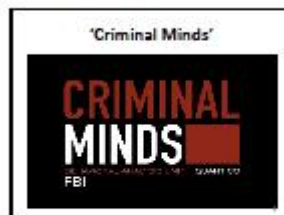
### Vocabulary review – Crime

- Lawlessness = lack of strict law enforcement.
- Robbery = act of stealing
- Homicide = murder = killing = criminal offence
- Non negligent manslaughter = the unlawful killing of one human being by another without malice aforethought
- Rape = sexual assault
- Sexual offense = crime of sexual nature
- Terrorism = political violence
- Armed robbery = theft with a weapon
- At gunpoint = at the point of a gun
- Kidnapping = abduction of a person
- Smuggling = illicitly carrying of goods
- Extortion = blackmailing sb for money
- Property crime = to illegally possess, use, and dispose of anything
- Looter = sb who obtains goods or money illegally during pillaging, as in wartime, during riots, etc.
- Pickpocketing = when a person steals from the pockets or handbags of others in public places
- Purse snatching = when a person seizes or grasps suddenly or peremptorily the purse of other person
- Mugging = when someone is attacked or robbed violently
- Gang shootings = shootings between street crews; to hit, wound, damage, or kill with a missile discharged from a weapon; also injecting heroin.
- Target killer = assassins with a clear objective: to kill potential or real state representatives as police, political opponents, etc., always for money.
- Piracy = a felony, such as robbery or hijacking, committed aboard a ship
- Bombing = bomb attack
- Urban warfare = urban conflict, struggle, or strife
- Gangster = mobster, someone from the Mafia

- Burglaries = the crime of either entering a building as a trespasser with the intention of committing theft, rape, grievous bodily harm, or damage
- Petty crime = minor offence
- Cartel = organized crime band
- Drug cartel = drug trafficker organization
- Drug trafficking = smuggling illegal drugs

## APPENDIX 4 – Police procedural TV series Presentation

27/04/2013



## Appendix 5 – Information about the TV serials

### 'Inspector Rex'

Kommissar Rex (English title: Inspector Rex) is a popular Austrian-made **police television drama** which aired from 1994 to 2004.

The original series is set in Vienna and focuses on **the three-man staff of an office of the Austrian Criminal Police** - specifically a Murder Commission. In addition to the three policemen, the office is staffed by **a German Shepherd called Rex** who functions variously as a cadaver dog, a sniffer dog (for both contraband and narcotics) and as another pair of eyes and ears for his team.

### 'The Mentalist'

The Mentalist is an American **police procedural television series** that debuted on September 23, 2008, on CBS. The show follows **former "psychic" Patrick Jane** (Simon Baker), who is a **consultant for the California Bureau of Investigation (CBI)**, using the highly developed observational skills he previously employed to "read" people's minds. Although not an officer of the law, he uses skills from his former career as a successful yet admittedly fraudulent psychic medium to **"read" people's minds and help a team of CBI agents solve various crimes**. The ultimate goal of Patrick Jane in his cooperation with the CBI is to track down the killer known as "Red John," who was responsible for the brutal murders of Jane's wife and daughter.

### 'CSI: Crime Scene Investigation'

CSI: Crime Scene Investigation is an American **crime drama television series** in which a team of forensic investigators are trained to **solve crimes by examining the evidence**. The series follows **Las Vegas criminalists** (identified as "Crime Scene Investigators") working for the Las Vegas Police Department (LVPD). The series mixes deduction, gritty subject matter and character-driven drama. The network later added spin-offs CSI: Miami and CSI: NY.

**A criticism of the show is the depiction of police procedure**, which some consider to be decidedly lacking in realism. For instance, the show's characters not only investigate ("process") crime scenes, but they also conduct raids, engage in suspect pursuit and arrest, interrogate suspects, and solve cases, which falls under the responsibility of uniformed officers and detectives, not CSI personnel.

### 'Criminal Minds'

Criminal Minds is an American **police procedural television program** that premiered September 22, 2005, on CBS. The series follows a team of profilers from the FBI's Behavioral Analysis Unit (BAU) based in Quantico, Virginia. The BAU is part of the FBI National Center for the Analysis of Violent Crime. **This show differs from many procedural dramas by focusing on profiling the criminal, rather than the crime itself**. While common detectives study the evidence of a crime, this unit examines criminal behavior until it reaches a list of suspects. They investigate the crime from the inside out, that is, **they try to think like a criminal**, studying the behavior of the robbers or where they live and work to find out what they think.

Appendix 6: Reading and speaking task → "A carjacking ending in fatal crash".



## **Man Dies After Overnight Police Chase**

### **A man and woman were ejected from the vehicle, police say**

By [Ivanna Hampton](#)

Wednesday, Mar 30, 2011 | Updated 8:36 AM CDT

One man died and a woman suffered critical injuries in a police chase overnight that ended in a crash in the northern suburbs.

Skokie police chased a silver 2000 Pontiac reported stolen in Glenview through several suburbs. The chase ended when the Pontiac slammed into two parked cars in the 5900 block of North Lincoln Avenue around 1:30 a.m. Wednesday in Morton Grove.

A man and woman were ejected from the car. It remains unclear who was behind the wheel, a Morton Grove police official told the Chicago Tribune.

The accident shot debris into the China Chef restaurant, breaking a window, police said.

The man was pronounced dead at Lutheran General Hospital in Park Ridge, and the woman was in critical condition, according to police.



## NEWS

# UPDATE: Alleged carjacker who died in crash identified

By **Jeff Danna** TribLocal reporter. March 30, 2011 at 11:43 a.m.

Authorities have identified the driver of a vehicle allegedly carjacked early Wednesday as Christopher J. Walsh, 20, of Chicago.



*A brick wall around the China Chef restaurant in Morton Grove was destroyed when a car pursued by police crashed Wednesday morning. (Jeff Danna, Tribune reporter)*

Walsh died after the vehicle he was driving crashed in Morton Grove while being pursued by Skokie police, according to a press release from the Glenview Police Department. Glenview police also

identified a female passenger in the vehicle as a 19-year-old from Glenview. She was taken to

Lutheran General Hospital in Park Ridge with non-life threatening injuries.

Police are continuing to investigate the incident, including where the passenger fits into the picture. "That's' what they're trying to determine: What role she played in the whole thing," said Glenview Police Cmdr. Jeff Ader. Glenview police say that Walsh and the female passenger were acquaintances.

The incident began when a 22-year-old Glenview man was allegedly carjacked and kidnapped at knifepoint near the intersection of Shermer and Glenview roads in Glenview, according to police. Evidence technicians recovered a knife from that scene, Ader said. He described the weapon as an ordinary kitchen knife and said that police believe it was used in the cajacking.

He added that police did not have a permanent address for Walsh, but that he had "resided at several 'half way houses.'" The Cook County Medical Examiner's office listed his address in the 0-100 block of Park Drive in Glenview.

Ader noted that Walsh and the 22-year-old apparently knew each other, but said police are unclear about the extent of their relationship.

The 22-year-old reported the incident to police in Evanston around 1:30 a.m. after Walsh allegedly dropped him off in Evanston.

Evanston police alerted other police in the area. A Skokie officer heard bulletin, saw the car heading west on Main Street at the intersection of Skokie Boulevard, and began pursuing it, according to Skokie Police Sgt. Michael Krupnik. The crash happened a short time later, he added. "The vehicle accelerated away from a Skokie officer and later crashed," Krupnik said.

Walsh crashed the vehicle at Lincoln and Marmora streets in Morton Grove. He and the female passenger were transported to Lutheran General Hospital, where Walsh was pronounced dead, according to Glenview police. The victim received a minor cut during the ordeal, but he did not require medical attention.

Morton Grove officers were called to the accident scene, where they took a report on a single-car accident in which a vehicle had struck a sign, said Cmdr. Mike Fujara. Based on the severity of the accident, the department has a task force assigned to the investigation, Fujara said.







## NEW DETAILS: Police Charge Surviving Offender in Fatal Carjacking, Bond Set at \$300K

Crystal Perez was charged April 13 with kidnapping and hijacking.

By [Joanna Schneider](#) April 13, 2011

Updated at 3:00 p.m., April 14

The surviving offender of a March 30 carjacking and kidnapping that left one person dead and another injured was charged April 13, according to Glenview Police officials.

Following a police investigation, Crystal Perez, of Park Drive in Glenview, was implicated in the carjacking of a man at knife point, police said yesterday afternoon. The Cook County State's Attorney's Office has approved the charges—one count of aggravated kidnapping and one county of aggravated vehicular hijacking—according to a news release.

Initially, police did not anticipate any charges would be made but after an investigation that revealed several holes in Perez's interview following the incident, things took a different direction, Comm. Jeff Ader told Patch.

"These are Class X felonies which are just below murder," he said. "These are very serious charges and you can go to prison for a long time."



Perez remained in the custody of the Glenview Police Department until her bond hearing April 14. Bond was set at \$300,000 D -- of which Perez must pay 10 percent -- and she is next scheduled to appear in court April 29.



*This is what the China Chef sign looked like before the fatal accident.*

## Appendix 7 — A crime has been committed

Last night between ten o'clock pm and midnight **a diamond was stolen** from a store on the main street of Zaragoza. The diamond was **priceless**. Nobody knows exactly when the diamond was stolen but it was certainly taken **between 10 pm and midnight**. Unfortunately, **the shop owner** was inside, because that day he was working late to organize invoices and documents. He **received a blow in his back** and remembers nothing of the robbery. Unexpectedly, the alarms did not sound and **security cameras were broken**. When the police arrived, two people were seen outside the shop and have been taken in for questioning by the police. At present, they are the prime suspects.

### ROLES FOR TASK 2 – ROLE PLAY

# Judge



X1

# Jury



X6

# Lawyer



X16

## Appendix 8 – A new crime has been committed

**Saturday night**, there was a party at Hernando, the teacher of the 'Curso Superior de Inglés II'. All the students of the Official Language School Nº 1 of Zaragoza were invited. Unfortunately, **Hernando appeared murdered in his kitchen**. Allegedly, someone hit his head severely. The weapon has not already been found. Police search for clues everywhere and after much research, the **list of suspects has been reduced to two**. Nobody says to have seen these two persons in that period of time, but later on they both appeared with **beers and sandwiches** in their hands, according to some students. "We know that the crime was committed **in the kitchen**", police said, "And we know it was **between midnight and two o'clock in the morning**".

### ROLES FOR TASK 3 – ROLE-PLAY

# POLICE



X21

# ACCUSED



X2

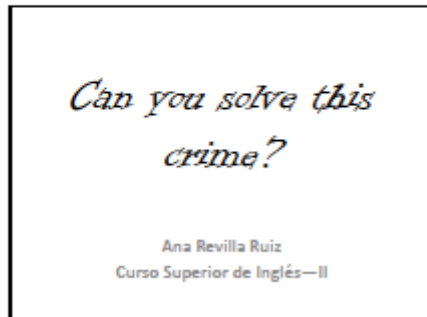
# JUDGE



X2

## Appendix 9 – Sherlock' case of murder

27/04/2013




Four friends meet every day at the sauna of his gym.  
John, who is musician, always brings his MP3 player and his headphones to listen to music.  
Thomas, who works in a bank, always brings a thermos of drink.  
Finally, Albert and Charles are both teachers and they bring some magazines to read.

One day, in the room full of fog, they found **Juan killed** by a severe cut in the neck.

They immediately called the police. The police interrogated the three suspects, but none claimed to have seen something.

They conducted a thorough inspection, but the murder weapon did not appear.



What had happened?

- Albert and Charles killed him, they slit his throat with the pages of a magazine.
- Thomas hit John with the thermos so strong that it broke into several pieces. He took a piece and stabbed it in John's neck.
- Someone took John headphones and hanged him?

## Appendix 10 — Graphic representation of consonant sounds

21 p PIG	22 b BED	23 t TIME	24 d DO	25 tʃ CHURCH	26 dʒ JUDGE	27 k KILO	28 g GO
29 f FIVE	30 v VERY	31 θ THINK	32 ð THE	33 s SIX	34 z ZOO	35 ʃ SHORT	36 ʒ CASUAL
37 m MILK	38 n NO	39 ŋ SING	40 h HELLO	41 l LIVE	42 r READ	43 w WINDOW	44 j YES

## Appendix 11 — Noughts and crosses' cards

### CARDS (X6)

celebrity /s/	shift /ʃ/	measure /z/	warz /z/
cinema /s/	special /ʃ/	decision /z/	example /z/
extreme /s/	position /ʃ/	vision /z/	exact /z/
person /s/	expansion /ʃ/	illusion /z/	cousin /z/
piracy /s/	action /ʃ/	collision /z/	puzzle /z/
homicide /s/	politician /ʃ/	precision /z/	poison /z/
class /s/	extortion /ʃ/	television /z/	prison /z/
listen /s/	shooting /ʃ/	garage /z/	eyes /z/
cycle /s/	sure /ʃ/	casual /z/	terrorism /z/

**BOARD**

